DOCUMENT RESUME

ED 364 312 PS 021 521

AUTHOR	Phillips, Carol Brunson
TITLE	Seminar Instructor's Guide for the CDA Professional Preparation Program: A Companion to ESSENTIALS for Child Development Associates Working with Young Children.
INSTITUTION	Council for Early Childhood Professional Recognition, Washington, DC.
REPORT NO	ISBN-1-879891-02-6
PUB DATE	91
NOTE	128p.; For a related document, see PS 021 520.
AVAILABLE FROM	Council for Early Childhood Professional Recognition, 1341 G Street, N.W., Suite 400, Washington, DC 20005-1148 ($12.50, plus $2.75 shipping and handling).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Child Development; *Class Activities; *Early Childhood Education; *Preschool Teachers; Professional Development; Student Educational Objectives; *Student Evaluation; *Teacher Education
IDENTIFIERS	CDA; CDA Credential; *Child Development Associate

ABSTRACT

This instructor's guide, which is part of the training materials used in the Child Development Associate (CDA) National Credentialing Program, outlines coursework for a 6-month CDA seminar. The guide begins by describing the background, purpose, and curriculum design of the CDA Professional Preparation Program. An overview of the field experiences and coursework required of CDA candidates and of the evaluation process of candidates is included. The seminar is divided into the following seven units: (1) introduction to the early childhood profession; (2) ways to study how children learn and grow; (3) ways to set up a safe and healthy learning environment; (4) ways to support children's social and emotional development; (5) steps to advance children's physical and intellectual competence; (6) keys to establish productive relationships with families; and (7) synthesis of what has been learned as an early childhood education professional. For each unit, the guide includes objectives, a description of the instructor's role, follow-up assignments initiated during fieldwork, additional discussion topics, and resources for information related to the unit. Appendixes include a chart showing the correspondence between CDA competency goals and functional areas with units in this guide, and a list of performance items for rating CDA candidates. (MM)

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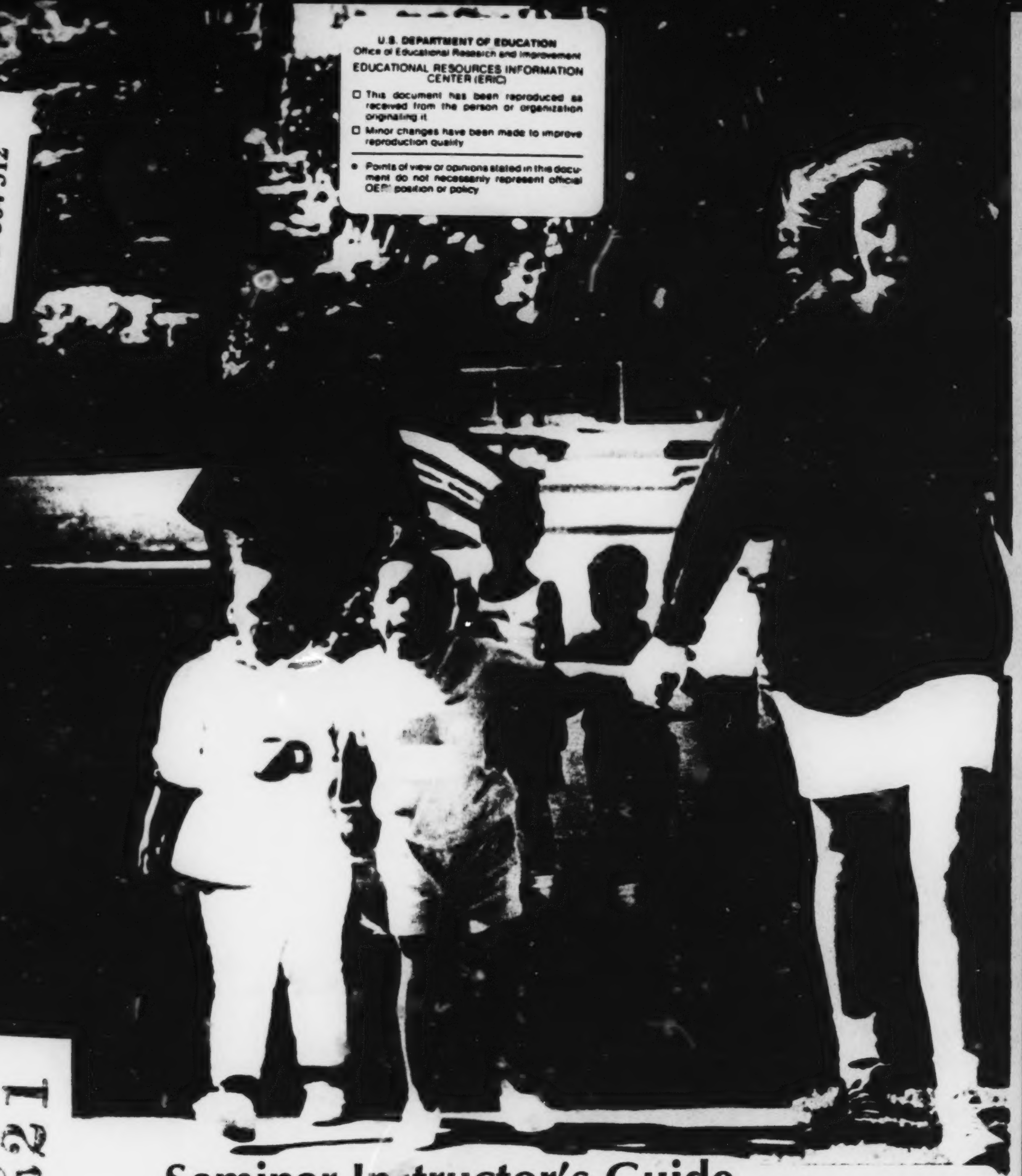

Seminar Instructor's Guide

for the

CDA Professional Preparation Program

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Carol Brunson Phillips

Council for Early Childhood Professional Recognition

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for the
CDA Professional Preparation Program

a companion to
ESSENTIALS
for Child Development Associates
Working with Young Children

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Carol Brunson Phillips
Council for Early Childhood Professional Recognition

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This *Seminar Instructor's Guide for the CDA Professional Preparation Progam* was prepared under the direction of Carol Brunson Phillips, Ph.D., Executive Director, Council for Early Childhood Professional Recognition

Printed in the United States of America

ISBN 1-879891-02-6

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Overview of the CDA Professional Preparation Program

Welcome to the CDA Professional Preparation Program!

You have agreed to become a Seminar Instructor in the CDA Professional Preparation Program and now you are about to embark on the excitement of directing a Seminar that will lead to the awarding of a Child Development Associate Credential to CDA Candidates.

You are part of the growing network of teacher education personnel who have elected to work with CDA Candidates. As you begin, please read through this detailed description of the background, purpose, and steps involved in the CDA Professional Preparation Program. This will enable you to see where the Seminar fits into the total program design, and how important your Seminar is for Candidates' successful completion of all three phases of this program.

Your willingness to serve as a CDA Seminar Instructor indicates your strong commitment to the profession. As a result of your efforts and those of the many other early childhood educators involved in the CDA Professional Preparation Program, the quality of care for young children can be improved dramatically.

Background of the CDA national credentialing effort

Since the inception of the Child Development Associate National Credentialing Program in the early 1970s, the goal has been to help fill this country's growing need for trained and qualified caregivers for young children ages birth through 5 by creating a new category of early childhood professional–the CDA. Through collaboration between the federal government and the early childhood profession, the credential award system was established in 1975.

Since that time, more than 40,000 individuals have been credentialed, an impressive number and yet small in relation to the number of early childhood personnel who need training and who desire to become credentialed.

A continuing challenge to the CDA program thus remains, for several factors still contribute to the growing need for good quality child care. The growing numbers of employed parents has increased demand for programs for young children. The value of preschool education in terms of economic benefits for the nation has been recognized, and public interest regarding good programs staffed by qualified personnel has heightened.

Further, the profession of child development/early childhood education has moved toward advocating higher qualifications for entry-level personnel. Experience and education requirements for child care center teachers and directors are improving in state licensing regulations. And training standards for caregivers in centers and family day care homes have recently been established by several major national organizations, including the Child Welfare League of America, the National Association of Family Day Care, and the National Association for the Education of Young Children.

Given these trends, the CDA Credential has enjoyed growing national acceptance as a uniform standard for qualified caregivers.

At the same time, however, incentives for individuals to secure training and to choose early childhood careers have deteriorated. Wages and working conditions in relation to other occupations and to the general economy show little growth. Training opportunities remain fragmented and often hard to access. As a result, there has been much discussion among child care advocates, policymakers, and the early childhood teacher education community about ways to solve these problems facing the child care workforce.

- How can we assure that qualified staff are available for the growing number of jobs in child care?
- How can we provide better access to early childhood teacher preparation for those who want careers in the field?
- How can we support a career ladder structure that builds upon differentiated staffing patterns and roles for pre-credentialed personnel?
- How can we make sure that everyone who is in a position of responsibility with young children has adequate preparation *before* they are hired into such positions?
- How can we advocate for higher teacher qualifications without reducing or eliminating employment opportunities for those who have traditionally sought to work with young children?
- How can we make entry level career preparation feasible given the present context of wages and working conditions?

Everyone agrees that addressing these issues will require new and redirected resources, along with creative and innovative strategies.

Goals of the CDA Professional Preparation Program (CDA P_3)

The Council's CDA P_3 intends to tackle several of these issues by providing a new professional preparation option nationwide – a 1-year program of study which can be delivered in any community. Focused on the acquisition of practical skills needed to prepare individuals to be credentialed as entry-level early childhood education professionals, the

CDA P_3 offers an affordable, accessible study option for individuals who have the CDA Credential as an immediate goal.

While the program model is intended to increase accessibility to the CDA Credential, it also strengthens its academic acceptability and credibility. Professional image and status in American society are closely linked to higher education. The CDA P_3 enables the CDA program itself to be more closely integrated with other forms of early childhood teacher preparation by building on the involvement of the traditional academic community–colleges and universities–in CDA training.

The CDA P_3, however, has a specific place within the early childhood career ladder and is not meant for everyone. Some may not want to devote the time or resources to such an intensive study format. Others may prefer a program more focused on child development theory than on practice with children and families. Still others may prefer to pursue early childhood careers through study in a college degree program. Nevertheless, there are a great many individuals who want to pursue careers in child care by first becoming credentialed as a CDA. For anyone who lives or works in a community where there are no educational programs to prepare them in this way, the CDA P_3 offers a new opportunity.

The goal of the CDA P_3 is to ensure that, upon completion, the Candidate has obtained the competence required of a Child Development Associate (CDA). Because CDAs are expected to have the skills and knowledge necessary for a position working with preschool-aged children in a group setting, the CDA P_3 emphasizes both the acquisition of knowledge and the application of knowledge to practice.

Definition of a CDA

The Child Development Associate (CDA) is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.

CDA Competency Goals and Functional Areas

Competency Goals	Functional Areas
I. To establish and maintain a safe, healthy learning environment	1. **Safe:** Candidate provides a safe environment to prevent and reduce injuries.
	2. **Healthy:** Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
	3. **Learning environment:** Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. **Physical:** Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
	5. **Cognitive:** Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
	6. **Communications:** Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use, verbal and nonverbal means of communicating thoughts and feelings.
	7. **Creative:** Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways to express their creative abilities.

III. To support social and emotional development and provide positive guidance	8. **Self:** Candidate provides physical and emotional development and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
	9. **Social:** Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
	10. **Guidance:** Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
IV. To establish positive and productive relationships with families	11. **Families:** Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs	12. **Program management:** Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, recordkeeper, communicator, and a cooperative co-worker.
VI. To maintain a commitment to professionalism.	13. **Professionalism:** Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Design of the CDA Professional Preparation Program (CDA P_3)

Acquiring the knowledge and skills to become a professional teacher of young children in a center setting or as a family child care provider requires the integration of study and experience. The CDA P_3 is designed to achieve this through a 3-phase structure. As the Candidate works through each phase of study, she or he will be involved in a variety of different types of learning experiences.

Candidates study on their own in center- or home-based programs for young children during 2 of the 3 phases. This *practical field experience* is guided by the expertise of a CDA Field Advisor who has been approved by the Council. Appropriate field-settings include programs such as Head Start, child care centers, private preschools, family child care homes, and others, particularly those that comply with the accreditation criteria of the National Academy of Early Childhood Programs (NAEYC) and the National Association of Family Day Care (NAFDC).

Candidates also participate in *instructional Seminars*, such as those you are conducting. Conveniently located in their communities, these Seminars provide further in-depth professional experience in which Candidates build networks and expand their knowledge about professional practice in early childhood education. Given the diverse backgrounds and situations of caregivers, Seminars are designed to be flexible in methods of instruction, scheduling, and location.

The CDA P_3 is designed as an intensive professional preparation experience that can be delivered either as pre-employment preparation or as an in-service training program for the pre-credentialed personnel. Although we recognize that many such personnel may have various informal training experiences, the range of the program is comprehensive, covering the broad scope of skills and knowledge necessary for a position of responsibility with preschool-aged children in a group setting.

The CDA P_3 curriculum, entitled *Essentials*, emphasizes the application of knowledge to practice. It includes goals and objectives, strategies for achieving the goals, training resources, and assessment instruments and procedures. Its core content is based on the CDA Competency Goals (see pages 4-5) and covers work with infants and toddlers, and preschool-aged children in group care settings. In addition, Candidates may elect to work toward a CDA Bilingual Specialization.

The CDA P_3 is designed to be completed in 1 year, requiring roughly 480 clock hours of field experience and 120 hours of Seminar instruction. Additional amounts of time are required for weekly interaction with the Field Advisor, and for preparation for the final assessment.

Curriculum content and design

The content of *Essentials* encompasses the 3 traditional components of teacher preparation: **foundations** that provide the knowledge base for performance, **methods of teaching** that provide the necessary skills and behaviors, and **practical experience** that integrates knowledge and skills. This combination has been selected to assure a well-integrated learning experience for Candidates.

The **foundations** for acquiring the skills required of a CDA are knowledge of

- child growth and development to foster appropriate expectations of children and serve as a basis for planning appropriate learning experiences,
- observation and recording of children's behavior and development, and
- adult-child interaction styles that foster optimal development in children.

The **methods** stressed are the skills and behaviors identified in the 6 Competency Goals and 13 functional areas.

The **practical experience** provided through both applied classroom instruction and field experiences serves to integrate knowledge and skills in work with young children in group settings.

The structure of the *Essentials* curriculum is also designed to help achieve this integration. Throughout, students are required to complete exercises that will help extend their experiences beyond the self-study process within that particular unit. These appear in **boldface type** and are of 3 different types:

1 **Candidates are instructed to collect some specific information to discuss with the Field Advisor.** Field Advisors are asked either to verify by their signature that the exercise was completed, or to discuss it further with the Candidate during conference. Many of these exercises refer to material that appears in other units.

2 **Candidates are instructed to collect some specific information for discussion in the Seminar.** You will be asked to review these assignments during Seminar either by using the ideas for class

discussions or by asking Candidates to make presentations. Some will require your in-depth exploration, as they are controversial, or specific to your local community. In general, these topics are ones that recur across the study units.

3 **Candidates are instructed to contemplate an issue purely to expand their own thinking, or to identify a resource to use later in their own teaching.** Field Advisors are encouraged to explore these areas with Candidates, and help them develop personal resource files that are specific to the setting and age group where they work. You may want to encourage Candidates to share their ideas and resources among each other as a way to expand their alternatives even further.

Since both Seminar Instructors and Field Advisors contribute to the successful integration of the instructional experience, it is important that, although they work separately, each understand the total program and reinforce the interrelationships between the components. Although the program of study is divided into phases and the curriculum into units, the Candidate experience should be one where deeper understanding and abilities to implement good practice in early childhood education are cumulatively and cyclically acquired.

This can best be achieved if Field Advisors and Seminar Instructors perceive their roles as overlapping, as opposed to one beginning when the other ends. Each has the responsibility to provide foundations, methods and practical experiences, in a manner *both integrated with each other, and in a manner that integrates the Seminar with the field experience.* Each, therefore, must be thoroughly familiar with the total structure and scope of the CDA P_3.

Phase 1: Fieldwork

The first phase of the CDA P_3 involves guided fieldwork experiences in a child care setting.

Each student who enrolls must select a field placement and a Field Advisor. Both Candidate and Field Advisor receive a copy of *Essentials*, and they work together to complete the first 6 units of study:

1. Introduction to the early childhood profession

2. Ways to study how children grow and learn

3. Ways to set up a safe, healthy environment to invite learning

4. Positive ways to support children's social and emotional development

5. Steps to advance children's physical and intellectual competence

6. Keys to establish productive relationships with families

Each unit covers basic information about the topic, along with exercises designed to help the Candidate interpret and apply the information to daily work with children. Candidates view one or more videos to further build on their experience and professional growth. Field Advisors also receive a ***Field Advisor's Guide*** to accompany the curriculum.

Candidates work for roughly 6 months on their self-study completing the 6 units. All of their study, including the viewing of videotapes, observations of programs and children, and completion of writing assignments will be under the direction of the Field Advisor. The Field Advisor will verify that specific requirements have been met, will respond to questions, and will provide direction to the Candidate in her or his study.

Throughout the fieldwork phase, the curriculum identifies assignments for Candidates to complete with the understanding that the information and ideas will be elaborated upon during the Seminar.

Phase 2: Course work

Under the auspices of community colleges and other post-secondary educational institutions across the nation, CDA Candidates will participate in a series of instructional Seminars designed by the Council to elaborate on and extend the learning of the fieldwork phase of study. These are the Seminars you have agreed to teach for CDA Candidates.

The purpose of these Seminars is to enable Candidates to understand how to apply basic principles of teaching and caring for young children and their families. Candidates will benefit by meeting with people who work in the great variety of early childhood program settings other than their own, such as Head Start, family child care, private child care centers, and public school programs.

These Seminars usually begin in January and last for roughly 6 months. The ***Seminar Instructor's Guide*** provides an overview of the Candidates' field experiences as well as their assignments that require follow up during Seminar. This guide also contains a description of specific topics for presentation and discussion, selected to ensure uniformity of Seminar content across the country. Suggestions for other activities are provided as well.

We urge you to use your own ideas, materials, and resources and to build on the suggestions offered as you tailor the material to the individuals in the group. It is important to make the curriculum relevant and meaningful in light of local child care contexts and up-to-the-minute perspectives on issues of specific interest in your state or community.

You are also expected to use a variety of methods to lead lively discussions. As the Seminar participants get to know you and each other, they will develop a stronger sense of professional identity, extend their understanding of the breadth of the field, and build a network that they can continue to rely on in the future.

At the conclusion of the Seminar, you will administer and monitor a written situational assessment to test the Candidates' knowledge of good early childhood practice. This **Early Childhood Studies Review,** designed and distributed by the Council, will cover the material found in the *Essentials* curriculum.

Just as Field Advisors are supported by the Council, you also can obtain resources and technical assistance by calling 1-800-424-4310 toll-free, or (202) 265-9090 in the Washington DC area.

Phase 3: Final evaluation

This final phase of the CDA P_3 again takes place in the Candidate's work setting or field placement. Candidates are expected to organize and practice the cohesive set of skills they have developed and refined during the first 2 phases of the program.

The Field Advisor once again guides the Candidate, this time through a final series of exercises designed to demonstrate the Candidate's grasp of the skills necessary for credentialing as a Child Development Associate.

Candidates complete the final 2 units of the *Essentials* curriculum:

7. Putting it all together as an early childhood education professional

8. Preparation for final assessment as a CDA

These units prepare the Candidates to more fully understand the scope of their responsibilities as child care professionals, and provide instructions for all final requirements for CDA assessment.

The Field Advisor evaluates the Candidate's performance using a structured observation instrument. In addition, Candidates distribute a Parent Opinion Questionnaire to each family who has children in his or her care, and complete entries in a Professional Resource File.

At this point, the Field Advisor submits documentation to the Council office verifying that the Candidate has completed all activities. A Council Representative is then assigned by the national office to verify that the

Candidate can demonstrate competence in working with young children and their families. The Council Representative will meet with the Candidate to conduct

- an interview to assess the Candidate's knowledge of professional early childhood practice; and

- a review of the results of the Parent Opinion Questionnaire, the formal observation by the Field Advisor, and the Candidate's Professional Resource File.

It is the responsibility of the Council Representative to send the results obtained during the verification visit to the national office. There, Council staff review the evidence and determine whether the Candidate has successfully completed all aspects of the CDA Professional Preparation Program: fieldwork, Seminar, written assessment, and verification visit.

Candidates who have successfully completed all phases of the program will then receive the Child Development Associate Credential with a specific setting and age-level endorsement:

- center-based preschool (3- to 5-year-olds),

- center-based infant/toddler (birth to age 3), and

- family day care (birth through age 5).

Responsibilities of the Seminar Instructor

You are a primary influence on the Candidate's progress during the instructional Seminar phase of study. By agreeing to serve as a CDA Seminar Instructor, you have accepted the responsibility for shaping the professional growth of early childhood educators who in turn will mold the development of young children and their families.

Foster adult learning. During the course of your Seminar, you will enable Candidates to learn from their own and others' experiences. You will invite critical thinking, stimulate group discussion, offer choices, and shape the experience to fit the needs and interests of participants. A positive experience with you may serve as an incentive for Candidates to further pursue higher levels of early childhood teacher preparation.

It is important to vary your teaching techniques in light of what we know about adult learning. (An excellent reference is Elizabeth Jones' book, *Teaching Adults: An Active Learning Approach.* Another is *How to Teach Adults*, a videotape on how adults learn and how to help them learn.) For example, you might have students

- talk with a partner,
- write (on a chalkboard, with an overhead projector, on an easel, in a notebook),
- listen to a speaker or watch a video,
- examine real learning materials intended for children's use,
- role play situations from various perspectives,
- respond to open-ended questions,
- plan an activity together as a group,
- read brief supplemental materials, and
- break into small groups, then pull back together to share insights.

By using a variety of approaches, people with different learning styles can benefit from the fullest participation possible. We fully encourage that you model the kinds of teaching behaviors that are most important in a classroom with learners of any age.

> *People who are going to be teachers*
> *of young children*
> *should be taught in the same way*
> *they will teach.*
> ***–Elizabeth Jones***

Design Seminars to achieve goals and objectives. The structure and content of each Seminar session is up to you. Your decisions, however, should have as their outcome the teaching/ learning goals and objectives of the *Essentials* curriculum. The organization of this guide is designed to highlight these objectives for you. The section on each unit of study provides 4 types of information:

- the goals and objectives for Candidates,
- the assignments that Candidates have initiated during fieldwork and expect follow-up discussion in the Seminar,
- suggestions for additional activities, and
- resources and additional references.

The appendices to this guide contain a table of contents from *Essentials*, 2 charts that show how the units correspond to the CDA competencies and functional areas and the list of performance items on which CDAs are rated.

We suggest you peruse the remainder of this guide, to get an overall picture of this organizational format.

After you are familiar with this framework, you can focus on the best ways to build group cohesiveness and participation, present information, and ensure that Candidates acquire the knowledge and skills necessary to successfully complete their CDA.

Please note that you are not necessarily expected to structure Seminars in the same sequence that the units appear in *Essentials*. This order is simply based upon our preference for sequencing the field experience, and does not even conform to the way the CDA competencies and functional areas are ordered. Hopefully, your decisions about Seminar experiences will be guided by your own preferences and expertise in working with adult learners.

To complicate their definition
of what teaching is,
I model a variety of behaviors.
–Elizabeth Jones

Individualize the learning towards the Candidate's Credential type. *Essentials* is designed to provide a broad base of information for caregivers who work in group settings with children ages birth through 5 years. Each Candidate, however, will be working toward a specific Credential type–center based or family day care–with a particular age level endorsement–preschool or infant/toddler. In addition, some will be working toward a bilingual specialization. You will need to keep in mind both settings, both age levels, and the bilingual specialization as you provide instruction, and wherever possible highlight relevant experiences and bring depth to the information that is specific to the Candidate's own age level, setting, and specialization.

This will require your attention to interpreting some of the material that may seem irrelevant to Candidates. It also means selecting supplementary materials from the reference list that are geared specifically to the variety of Credential types. As always, you are expected to use your own experiences and expertise in individualizing the Seminar experience for the Candidate.

Select outstanding resources. Your broad vision of the profession and its effects on children and families are essential for Candidates to gain a better grasp of the complexities of their work. As you prepare to teach the CDA Seminar, you will be keeping abreast of issues in the field–

quality, affordability, accessibility, salaries and benefits, teacher qualifications, appropriate curriculum–so you can lead well-informed, down-to-earth discussions.

We encourage you to select resources from local and regional sources. As you plan each session and design the Seminar activities this will enable you and the Candidates to understand various perspectives on good early childhood practice and make them meaningful in light of local circumstances and your own state's regulations.

Manage logistics. Keep in mind that the environment in which you meet will have an impact on the teaching/learning experiences of the group. It is important to make the space and arrangements work well for all involved.

If your class is going to meet in an unfamiliar location, try to visit it prior to the first meeting to see what you need to make it comfortable and flexible for your group.

Some sessions might be held for 6 intensive hours on the weekend. If you are teaching this type of Seminar, you will want to make sure you make it possible for participants to have stretch or exercise breaks, probably 2 hours for lunch breaks, and offer a good balance between active and less active learning opportunities.

Report to the Council. Your responsibility in managing the Seminar includes providing documentation on the progress of the students enrolled. The Council may request data on student attendance, Seminar evaluations, and possibly other information. A prompt and complete reply will be expected.

In addition, you will be responsible for the administration of the Early Childhood Studies Review and will receive specific instructions on how to do so. The Council will notify you if other CDA Candidates from the community will join your Seminar group for this activity.

The clearer I can be about my expectations
at the beginning, the more likely
students are to feel secure and
trust me, themselves, and each other.
–Elizabeth Jones

You and the Candidates are bringing a wealth of information and experiences with you to the Seminar, and your leadership will make it possible for each Candidate to make the most of each session. Your enthusiasm and ability to help Candidates clarify and expand their knowledge of the profession will be instrumental in helping them continue to maintain the momentum that will lead to receipt of their CDA Credential.

On behalf of the Council for Early Childhood Professional Recognition, we welcome you to this exciting program!

Glossary of CDA Terms

Bilingual Specialization: Open to Candidates who work in a bilingual program and who speak, read, and write both English and a second language. Contact the CDA Candidate Connection at 1-800-424-4310 for more information.

Candidate: Individual enrolled in the Child Development Associate Professional Preparation Program through the Council for Early Childhood Professional Recognition.

Candidate Connection: A toll-free telephone number to find the answers to your questions about the CDA programs. Call weekdays from 9:00 a.m. to 5:00 p.m., eastern standard time, 1-800-424-4310.

Child Development Associate (CDA): A person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.

Council Representative: Person designated by the Council for Early Childhood Professional Recognition to verify documentation during the final phase of the CDA Professional Preparation Program. The Council Representative also administers the Early Childhood Studies Review for direct assessment applicants, verifies written observations of their work in the family child care home, home visitor or center setting, and determines through an oral interview that the applicant has acquired basic knowledge of professional practice.

Early Childhood Studies Review: Written situational assessment of knowledge of professional practice about children from birth through age 5 gained from field experience, completion of *Essentials*, and participation in the CDA Seminar.

Field Advisor: Person who assists CDA Candidate in completing the self-study and final evaluation phases of the CDA Professional Preparation Program. The Field Advisor is in touch with the Candidate at least once a week to discuss ideas and answer questions. The Field Advisor determines that the Candidate's responses to exercises are accurate and developmentally appropriate and verifies the Candidate's completion of designated exercises.

Professional Preparation Program: The year-long process during which CDA Candidates complete the self-study materials, participate in the CDA Seminar, and are observed to be competent in their work with young children.

Professional Resource File: Materials collected to use in teaching and for final assessment as a CDA. Includes regulations, policies, observations, telephone numbers, and teaching resources and ideas.

Seminar: A group of CDA Candidates that meet with a Seminar Instructor to deal with issues, sensitive topics, and in-depth concerns related to teaching young children. At the completion of the seminar, Candidates will complete their written Early Childhood Studies Review.

Seminar Instructor: Individual who conducts seminars for groups of Candidates. The group will discuss controversial, sensitive, and timely topics. Assignments will be made. The Seminar Instructor will advise Candidates of the date to take their CDA Early Childhood Studies Review.

Viewer's Guide: Ideas to think about while viewing the videotapes for Units 1 through 7 of the *Essentials* curriculum.

Unit 1

Introduction to the early childhood profession

Early childhood education **is** a profession. Over time, a body of knowledge about child development and appropriate practice has been developed through research, observation, and study of theoretical constructs. And a diverse work context has evolved—with a variety of caregiving and teaching roles, various employment opportunities, and a profile of wages and working conditions. CDA Candidates are introduced to this profession in this first unit of the Professional Preparation Program.

Goals

This unit addresses the CDA functional area of Professionalism. As Candidates are introduced to the profession, you will build on their understanding of their personal and professional commitments to quality early childhood care and education as a profession:

1. They will examine their reasons for wanting to work with young children.

Teaching and parenting are quite different roles with children of any age, as is teaching young children also different from teaching older children. Candidates have been helped to clarify these differences and have begun to develop a sense of professionalism in their work with children and their families.

Candidates have also looked closely at their motivations for choosing this profession, further deepening their commitment to fulfilling the requirements for obtaining their CDA Credential, and for becoming an excellent teacher of young children.

2. They will explore the personal characteristics needed for successfully working with young children.

In their fieldwork, Candidates examined their own qualities, such as respect and tolerance for children and parents, flexibility, enthusiasm, creativity, and patience, to see whether this profession is a good match for them. A few may have found some challenges to their ideas of what a good teacher of young children really is like.

3. They will develop a broad picture of the responsibilities and rewards of being a qualified early childhood educator.

Candidates will examine the realities of working with young children on a daily basis, the types of settings where that work occurs, and the kinds of interactions and skills needed for success.

Essentials contains a long description of a day in the life of a CDA, which begins to point out the vast body of information that teachers must hold at their fingertips in order to make the best of each situation that arises, planned or not.

Candidates also visited another early childhood program to further expand their notion of what happens in a good quality program. Hopefully, just seeing other teachers in action can be very instructive for those who had never had a chance to observe talented practitioners. Candidates were encouraged to think about how a child would feel in a program as a way to stretch their thinking about how they treat children.

Now, in addition, they will have your role model to further refine their ideas about what good teachers do.

4. They will understand that the role of an early childhood educator is to facilitate learning by preparing the environment, providing appropriate activities, and interacting with children.

Candidates will deepen their understanding about how caring for and educating young children differ from commonly held notions about formal education. They will learn that the notion of education as "active teacher" and "passive learner" is inappropriate for early childhood.

Candidates have had many opportunities to see that children learn best through self-directed play with real objects. By now, they should be well aware that care and education of young children are identical functions.

5. They will expand their awareness of the profile of the early childhood workforce and understand the importance and value of continuing education and advocacy for professional development.

Unit 1 points out the differences between requirements for programs depending on location and sponsorship. This is the ideal opportunity for you to reinforce the value of program regulations to protect children and families, as it leads into the issue of ethical practice in early childhood education.

Candidates also will explore workforce issues such as salaries and working conditions, and the importance of advocacy for the status of the profession.

Candidates will also learn about belonging to professional associations as a way to expand their resource base and to become part of the large cadre of people in the field who all share common goals and concerns for children, families, and the profession. And they will understand the importance of continuing professional education and career advancement opportunities within the field.

6. Candidate will understand and be committed to the profession's code of ethical conduct.

Candidates will learn that professional practice in early childhood education requires a commitment to ideals and principles. These reflect a shared conception of responsibility to affirm the core values of the field. You will help Candidates understand how professional ethics provide guidance for resolving the ethical dilemmas that certainly will arise.

Goals and Objectives for Unit 1

Goal:

The Candidate recognizes that early childhood education is a profession with a body of knowledge and theoretical precepts that professionals apply to help children learn and grow.

Objectives:

1. Candidates will examine their reasons for wanting to work with young children.

2. Candidates will explore the personal characteristics needed for successfully working with young children.

3. Candidates will develop a broad picture of the responsibilities and rewards of being a qualified early childhood educator.

4. Candidates will begin to understand that the role of an early childhood educator is to facilitate learning by preparing the environment, providing appropriate activities, and interacting with children.

5. Candidates will expand their awareness of the early childhood workforce profiles and understand the importance and value of continuing education and advocacy for professional development.

6. Candidates will understand and be committed to the profession's code of ethical conduct.

Your role as Seminar Instructor

You will receive some profile information about students in your group prior to starting your Seminar. This information will help you learn as much as possible about the participants and enable you to use their experiences as resources.

You can also use the profile information to make plans for each session that match your teaching style and to select supplemental information and activities.

You may wish to plan some activities for your first seminar to help people within the group get better acquainted with each other. Getting to know each other will help participants share their insights about personal and at times controversial topics. Use effective ways to begin to build trust, and eventually networks, between the people in the group. Here are some suggestions:

- Provide each Seminar participant with a list of qualities about people in the group: family child care provider, mother of 6, Head Start staff, likes to sing, or other characteristics related to the field. Ask Candidates to talk with each other and find as many people as possible to fit each description.

- Ask Candidates to find a partner (someone they don't already know) and spend 5 minutes getting to know each other. Then ask each person to introduce their partner to the group. Although you won't always join in the activities, be sure you have a partner for this one. Is the group composed of an uneven number? Ask one group to form a trio.

- Display photos of children in a variety of moods and situations. Ask people to select the child that is most like them and to explain to the group why they chose the photo.

- Randomly divide the group into pairs or groups of 3 or 4 (for example, have them choose a slip of paper with a number on it as they walk in). Suggest they talk about the teachers they had that they most admired. Ask them to select one person to record the qualities of these favorite teachers.

Your leadership in supporting these relationships is essential for the success of the Seminar process. As a trainer, you recognize the importance of staying in tune with the people in the group and adjusting your style and activities accordingly–just as teachers of young children do. Watch for boredom, puzzled expressions, doodling, hands being raised–body language.

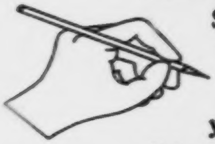
You also want to reinforce how important it is for the Candidate to work in conjunction with her or his supervisor, families, and other support networks. Changes in quality of child care programs can rarely be accomplished alone. The more people are involved in the change process, the more likely the changes will be permanent and appropriate. Build on the networking progress Candidates have already made during their period of self-study.

> *...active learning demands ROOM, in both spatial and temporal terms. If I'm going to talk to you about my childhood and hear about yours, we need to be able to move our chairs so we can see and hear each other comfortably. If we're going to play games that involve movement, we need a space that is more than wall-to-wall desks.*
>
> ***–Elizabeth Jones***

Follow-up on assignments initiated during fieldwork

During fieldwork, Candidates have completed assignments and discussed them with their Field Advisor. In addition, they have completed other specific assignments and are expecting to discuss them during the Seminar. These "Seminar assignments" are described here in **boldface type**, with page references indicating their location in the *Essentials* curriculum.

Seminar assignment 1:

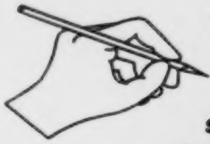


Schedule a visit to another early childhood program. Try to visit one that you have never seen before and that is as different as possible from the one in which you work. Jot down some of your impressions. What did you see that was similar to–or different from–your own program? You will discuss your visit during your CDA Seminar. (page16)

Candidates were encouraged to choose a setting as different as possible from the one where they work to open up their view of the diversity among work settings. Now they are expecting in Seminar to learn more about these varieties from you and from other Candidates.

There are many ways for Candidates to share their experiences, both through large and small group discussions:

- What are some similarities and differences among different programs?
- How do the Candidates' own programs resemble what they observed? What new insights about early childhood settings did they gain from the visit?
- Divide Candidates into pairs to tell about their visits and ask each other questions.
- Encourage participants to arrange visits to each other's programs. There will undoubtedly be a great deal of variety in the types of settings in which the group members work.



Seminar assignment 2:

Each state has its own laws about standards for early childhood programs and teacher qualifications. What state and/or local agencies regulate center programs or family child care programs in your state? Contact the agency and get a copy of the licensing requirements.

Just as requirements for programs differ by state, so do regulations about teacher qualifications. Your Seminar leader will discuss how your CDA Credential fits into your own state regulations and the importance of continuing education. (pages 24 - 25)

Regulations are constantly changing, so make sure you have the most recent information (including copies of any bills currently pending in your state legislature or local government), **about what the teacher qualifications are, and how the CDA Credential fits into state regulations.**

These are some possible ideas for discussion and action on this topic within the Seminar:

- Discuss the differences in regulations for centers versus family child care homes.
- If your state includes the CDA Credential, what will this mean for participants with regard to job responsibilities, salaries, and potential for promotion?
- What other levels of teacher preparation does the state recognize? How is continuing education rewarded?
- If CDA Credentials are not included in the regulations for family child care, why not? Do group members think they should be? If so, what could be done to initiate the process for including them? Is anyone interested in drafting a letter?
- Why are state regulations needed? What is the value of having uniform early childhood program regulations between states? What is the value of independent regulation by each state?
- Trace your state's history of regulations for staff qualifications in centers and family child care homes. What groups have been or are in favor of more stringent and less stringent laws? What are their reasons?

Additional topics to discuss

Many other topics may also emerge from the Candidates' experiences learning about issues related to the profession.

- Ask Candidates to share memories about the qualities of their favorite teacher, or of someone who led them toward a career in education.
- Discuss the questions about ethical dilemmas on pages 26-27; they are sure to stimulate some controversy. Perhaps small groups could each take a topic, develop strategies, and then present solutions for the problems. Add similar issues in your community, such as kindergarten entry age or testing.
- From their own experiences, ask students to discuss how a teacher is different from a parent.
- Discuss the NAEYC Code of Ethical Conduct. Are there any areas students have questions about?
- Ask students to make a list of what evidence they use to know if they are doing their jobs well. Discuss the lists together.
- Show one or both of these videos and compare/contrast the content and invite reactions:
  Uniqueness of the Early Childhood Profession, an interview with Millie Almy; and *Salaries, Working Conditions, and the Teacher Shortage*, an interview with Marcie Whitebook and Jim Morin.
- Discuss local advocacy efforts to address wages and working conditions in early childhood. Have students read the NAEYC brochure, "Full Cost of Quality," and the CCEP brochure, "Worthy Work, Worthless Wages."
- Ask students to bring in membership information from national early childhood organizations. Discuss the local affiliates that exist in your communities. Share any early childhood journals you may have or can get from a local library. In addition to those groups listed in *Essentials*, other national organizations providing related resources are listed following the references for this unit. You may want to recommend one or more of these to specific Candidates.

Always strive to identify other pertinent topics and concerns.

Lively motion is more exciting,
and even more educational
than sitting quietly.
–Elizabeth Jones

Evaluate Yourself

Before completing the sessions covering this unit, you may wish to spend a few minutes evaluating how the Seminar works for the participants. You might ask Candidates to write (anonymously) what they felt worked well in the sessions, where they had any problems, questions that were left unanswered, and suggestions they have to improve the group's time together. These comments will further aid you in tailoring future sessions to the needs and learning styles of group members.

People need both support
and challenge to grow.
–Elizabeth Jones

Close and plan for the next unit

At the end of the Seminar sessions covering each unit, remind Candidates to check the unit off on their Progress Records at the end of *Essentials*. Reaffirm their sense of accomplishment in earning their CDA Credential.

Make sure participants leave your Seminar sessions eager to return for another stimulating learning experience!

References for further information (in addition to those listed in *Essentials)*

Almy, M. (1986). *The uniqueness of the early childhood profession* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Ashton-Warner, S. (1963). *Teacher.* New York: Simon & Schuster.

Being teachers. (1986). Redmond, WA: Exchange Press.

Catron, C.E., & Kendall, E.D. (1984). Staff evaluation that promotes growth and problem solving. *Young Children,* 39(6), 61-66.

Celebrating early childhood teachers [Videotape-22 min.]. Washington, DC: National Association for the Education of Young Children, 1986.

Enhancing your professional growth. (1987) Redmond, WA: Exchange Press.

Fostering improved staff performance. (1987) Redmond, WA: Exchange Press.

Gordon, T. (1977). *Leader effectiveness training: Essential management tools for successful leaders.* New York: Wyden.

Heglan, S.M. (1984, May). Teacher supervision: A model for advancing professional growth. *Young Children,* 39(4), 3-10.

How to teach adults [Videotape-32 min.]. Available from LERN, 1550 Hayes Drive, Manhattan, KS 66502. (800) 678-5376.

Jones, E. (1986). *Teaching adults: An active learning approach.* Washington, DC: National Association for the Education of Young Children.

Katz, L.G. (1984). Contemporary perspectives on the roles of mothers and teachers. In L.G. Katz (Ed.), *More talks with teachers.* Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Whitebook, M., & Morin, J. (1986). *Salaries, working conditions, and the teacher shortage* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Working for quality child care. (1989). Oakland, CA: Child Care Employee Project.

Yardley, A. (1973). *The teacher of young children.* New York: Citation.

Yonemura, M.V. (1986). *A teacher at work: Professional development and the early childhood educator.* New York: Teachers College Press.

National early childhood organizations (in addition to those listed in *Essentials*)

American Academy of Pediatrics
141 N.W. Point Boulevard
Elk Grove Village, IL 60007
(708) 228-5005

American Montessori Society
150 Fifth Avenue
New York, NY 10011
(212) 924-3209

American Public Health Association
1015 15th Street, N.W.
Washington, DC 20005
(202) 789-5600

Association of Child Advocates
P.O. Box 5873
Cleveland, OH 44101
(216) 881-2225

Child Care Action Campaign
330 Seventh Ave., 18th Flr.
New York, NY 10001
(212) 239-0138

Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
(415) 495-5498

Child Welfare League of America
440 First Street, N.W., #310
Washington, DC 20001-2085
(202) 638-2952

Children's Defense Fund
122 "C" Street, N.W.
Washington, DC 20001
(202) 628-8787

The Children's Foundation
725 15th Street, N.W., #505
Washington, DC 20005
(202) 347-3300

Concerned Educators Allied for a Safe Environment
17 Gerry Street
Cambridge, MA 02138
(617) 864-0999

Ecumenical Child Care Network
475 Riverside Drive, #572
New York, NY 10115
(212) 870-3342

Family Resource Coalition
200 S. Michigan Avenue
Chicago, IL 60604-2404
(312) 341-0900

International Montessori Society
912 Thayer Avenue, Suite 207
Silver Spring, MD 20910
(301) 589-1127

Military Early Childhood Alliance
426 Cloud Ridge
Sierra Vista, CA 85635
(602) 458-3049

National Association of Child Care Resource and Referral Agencies
2116 Campus Drive, S.E.
Rochester, MN 55904
(507) 287-2020

National Coalition for Campus Child Care
P.O. Box 258
Cascade, WI 53011
(414) 528-7080

National Commission on Working Women
1325 G Street, N.W., Lower level
Washington, DC 20005
(202) 737-5764

National Jewish Early Childhood Network
4501 Denlinger Road
Dayton, OH 45426
(513) 854-4014

National Organization of Child Development Laboratory Schools
School of Education
University of Alabama at Birmingham
UAB Station
Birmingham, AL 35294
(205) 934-5371

Unit 2

Ways to study how children grow and learn

Unit 2 introduces Candidates to a great deal of information about children's development. During fieldwork, Candidates discussed developmental milestones with their Field Advisors and made observations of children's development to see first-hand how children grow and develop from birth through age 5. You will build bridges between what Candidates already know about child development and what they need to know as professionals.

Making systematic observations of children's development is a major strategy emphasized to help Candidates continue to build their knowledge base. During this unit, Candidates will see how developmental milestones and observations of children's behavior can be used together as a foundation to plan appropriate activities for children and to establish appropriate expectations of children's behavior at various stages.

Goals

Given the large body of literature on child development, the major objective of this unit is for Candidates to acquire basic information as a **starting place** for further study. It is neither possible nor necessary for CDA Candidates to absorb the entire body of child development theory during such a short time. Yet, Candidates must have a firm grasp of how children grow and learn if they are to formulate reasonable expectations for children.

Candidates are also expected to come to understand that knowledge of child development is the basis for planning an appropriate curriculum centered on play. They need to understand that developmental milestones are **not** the curriculum itself.

Good practice in early childhood education rests on knowing how children learn and figuring out from that how to appropriately teach. The Candidates' observation skills have been emphasized early during their fieldwork, so they could be used right from the beginning as a tool to evaluate children's progress. Now, their Seminar experiences should help them sharpen their analytical skills to assess their own work with children so that steps can then be taken to make appropriate changes in the setting and curriculum to support children's growth.

Specifically, then, Unit 2 addresses the CDA functional area Professionalism and will help Candidates make decisions based on child development theories:

1. Candidates will understand that early childhood education has a knowledge base of research and theory that derives from and determines practice.

Candidates will learn that personal experiences and other people's ideas about how to teach are helpful, but commitment to professional practice means knowing the broad observations, research, and theories about how children grow and learn. Just because a teaching strategy seems to work or because children seem to enjoy the activity doesn't mean it's appropriate.

Information about child development for this unit has been distilled from the research, theory, and exemplary practice that comprise the knowledge base of the profession. Candidates should know that these materials about how children develop are often written differently than the material on how to teach. They should know where to find information about child development and know that the "science" of child study is continuing to add new insights.

2. Candidates will recall the milestones of growth and development for ages birth through 5.

By now, Candidates should recognize that development requires both maturation and learning, and that development results in more advanced and complex behaviors. Field Advisors have promoted the idea that even very young children **can** do a lot of things. You will want to continue to emphasize this as well as Candidates' understanding that because developmental capabilities *emerge*, certain things cannot be taught too early.

It is important for Candidates to know that there are different views on development and that the literature varies in its descriptions of ages and stages. Particularly important will be your ability to expose Candidates to material that helps them recognize *cultural patterns of behavior* that signal development in varying ways.

3. Candidates will grasp the concepts of sequential stages of development.

Candidates will see how important it is to respect each stage of development in its own order and in its own right. Yet, rather than viewing any stage merely as preparation for a later one, Candidates should come to appreciate the richness and variation of behavior within each stage.

During fieldwork, Candidates used their own observations to discover that children develop skills and understanding at different rates but in the same sequence. You will need to help them continue to think about ages and stages and how areas of development overlap.

4. Candidates will understand the idea of domains of development—physical, social, emotional, cognitive/language—and the ways in which they are integrated for each child.

The chart of developmental milestones has been formulated to help Candidates look at these concepts with a fresh approach. Seven categories are labeled and described in ways that are intended to broaden thinking beyond the social, emotional, physical, and intellectual/language domains so often used:

- children show interest in others
- children become more aware of themselves
- children's muscles grow stronger and coordination improves
- children learn to communicate
- children become aware of the world
- children solve problems and use tools
- children express feelings

You will help Candidates learn to recognize these patterns in children, to relate them to the traditional categories of social, emotional, physical and intellectual development, and to understand how these areas are integrated in children's overall functioning.

5. Candidates will comprehend the concept of individual differences and variations in learning styles and personality.

At the same time as Candidates are learning what is true for children in general, they will continue to better understand and value differences between individual children. You will help to deepen Candidates' understanding of how children's individual experiences, their health, inherited tendencies, and the environment all contribute to the variations in development.

6. Candidates will know and accept the profession's definition of *developmental appropriateness* so that knowledge of child development will be used as a framework to plan appropriate experiences for children.

Candidates will learn to scrutinize all teaching techniques and materials to determine their developmental appropriateness. They will explore the value of play for the development of young children and understand the problems in early childhood education related to pushing children to acquire formal skills too early.

7. Candidates will select and use sound methods to observe children's behavior, interpret the results, and take action accordingly.

Candidates have begun to build their skills to make systematic observations of children using several methods. These observational skills should continue to be applied in a variety of settings with both individual children and groups.

Candidates will also gain deeper understanding of how to maintain records and use this information to determine whether to refer the child for screening or to adjust the curriculum or environment.

Candidates will recognize the importance of careful observation for detecting early signs of possible disabilities so that referrals can be made for further screening and program changes made to accommodate the child's needs.

8. Candidates will understand the concept of developmental disability and recognize the need for specialized resources to facilitate the development of disabled children in mainstreamed settings.

CDAs are expected to be capable of working with disabled children in mainstreamed settings, but not to be experts in developmental disabilities. Primary emphasis should be given to the Candidates' understanding that not all children's development falls within the normal range, and that there is a vast body of expertise upon which they may rely, should concerns about individual children arise.

Candidates should learn that diagnosis of disabling conditions is handled by medical, psychological, and educational experts. Developing skills to collaborate with these experts is important in light of the role many early childhood programs play in the screening process. Candidates should understand some of the issues related to special education (such as culture and class bias in assessment) and the negative impact of labeling children.

The Seminar provides an opportunity for Candidates to explore the concept of mainstreaming and share experiences about their work with children with disabling conditions.

Throughout the Seminars, you will want to keep encouraging Candidates to work closely with their supervisors, the children's families, and others involved with their programs who can collaborate in making positive changes in the lives of young children.

Learners learn best
when they make choices.
–Elizabeth Jones

Goals and Objectives for Unit 2

Goals:
The Candidate understands basic concepts of development and normal developmental characteristics of children from birth through age 5 as a foundation for planning appropriate activities for children and establishing appropriate expectations of children at various ages.

The Candidate develops skill in carefully observing and recording the behavior of children and adults. The Candidate recognizes the importance of observation as a tool for obtaining information about children and their needs, and for evaluating the quality of adult-child interaction.

Objectives:

1. Candidates will understand that early childhood education has a knowledge base of research and theory that derives from and determines practice.

2. Candidates will know the milestones of growth and development for children birth through age 5.

3. Candidates will understand the concept of sequential stages of development.

4. Candidates will understand the idea of domains of development (physical, social, emotional, and cognitive/language), and the ways in which they are integrated for each child.

5. Candidates will understand the concept of individual differences and variations in learning styles and personalities.

6. Candidates will know and accept the profession's definition of *developmental appropriateness,* so that knowledge of child development will be used as a framework to plan appropriate experiences for children.

7. Candidates will select and use sound methods to observe children's behavior, interpret the results, and take action accordingly.

8. Candidates will understand the concept of developmental disability and recognize the need for specialized resources to facilitate the development of disabled children in mainstreamed settings.

Your role as Seminar Instructor

By the time you begin the Seminar sessions for Unit 2, Candidates will already be beginning to form networks with each other. Use your leadership to build their confidence in each other as resources.

> *My students are my peers, in an important sense. They have valid experiences which I, they, and others can learn from. I share mine and insist they share theirs.*
> ***- Elizabeth Jones***

In addition to covering the general topics of growth and development and observing young children, there are two content areas that you will need to explore in depth: developmental disabilities and cultural influences on development. Up until the Seminar, Candidates will have had little opportunity to address these issues.

Developmental disabilities. The topic of developmental disabilities should be thoroughly covered during the Seminar. Discussions should be geared both toward Candidates who are working with disabled children in mainstreamed setting and those who are not. Candidates are not expected to become special education experts. Yet, they should understand the meaning of the idea that not all children's development falls within the normal range. Further, they should know what kinds of special education expertise exists and know how to access specific types of assistance should the need arise.

Resources for this effort are plentiful, so mention is made here of only two—both of which are comprehensive and designed for practitioners at the same professional development level as CDAs. They should be useful to you and to Candidates not only during Unit 2, but throughout the Professional Preparation Program.

The first is the Head Start Series published by the Head Start Bureau of the U.S. Department of Health and Human Services in 1978 (scheduled for revision and re-release in 1992). The series consists of 8 manuals, each specialized for the following disabling conditions:

- children with emotional disturbance
- children with health impairments
- children with hearing impairment
- children with learning disabilities
- children with mental retardation
- children with orthopedic handicaps

- children with speech and language impairments
- children with visual handicaps

The second set of resources is *Special Training for Special Needs* by B. Wolfe, V. Petty, and K. McNellis, published by Allyn and Bacon (1990). Designed as a set of 6 competency-based training modules, it covers knowledge, skills and attitudes for caregivers working to successfully mainstream preschool children with special needs. The materials are designed to be open-ended and flexible for Candidates, and a trainer's guide is also available.

Although not all CDA Candidates may presently be working in mainstreamed settings, it is vital they acquire the knowledge and skill to do so. In the last 10 years, two major federal legislative initiatives, PL 94-142 and PL 99-457 have established the rights of handicapped children to appropriate developmental and educational experiences in the least restrictive environments. These have stimulated the growth of mainstreamed early childhood programs and this trend promises to spread in the future.

Cultural influences on development. The topic of culture and how it influences development should also be thoroughly covered during Seminar. Although exploration should begin during this unit, many opportunities to return to the topic will occur throughout the Seminar.

As a starting place, it is important to stress culture as a group phenomenon. Much of the child development literature treats culture as an *individual variation* rather than a characteristic of groups. Further, child development literature often limits its view of culture to its surface features (food habits, holidays, and costumes) and neglects discussion of its values and rules for behavior.

Described below are 6 important concepts about the "deep structure of culture" and its influence on development. This material is extrapolated from the excellent resource from the California State Department of Education series for Infant-Toddler Caregivers, "Culturally Sensitive Care for Infants and Toddlers" (in press). Awareness of these principles will help Candidates understand culture as a process.

- **Culture is a set of rules for behavior**. You cannot "see" culture because you cannot see the rules; you can only see the products of culture, in the sense that you can see the behaviors the rules produce. Yet, cultural rules do not **cause** behavior, they **influence** people to behave similarly, in ways that help them to understand each other.

It is by understanding your culture's rules that you know how to greet a person younger than you, older than you, a friend, a stranger. Cultural rules help you to know *how* to hold a baby. Cultural rules shape food preferences, and celebrations–determine whether you celebrate the sun or the moon, whether you wear a dress or pants, or nothing at all. These rules give meaning to all the events and experiences of life. The essence of culture is not these behaviors themselves, but the rules that produce the behaviors.

- **Culture is characteristic of groups.** The rules of a culture are shared by the group, not invented by the individual; the rules of the *group*, which are passed on from one generation to the next, form the core of the culture. It is a mistake to confuse individual differences with group cultural differences. Every person develops a unique personality as a result of her or his personal history, and at the same time each person develops within a cultural context with some behavioral characteristics that are shared with other members of the group.

- **Culture is learned.** No one is born acculturated; rather, we are born with a biological capability to learn. *What* each person learns depends upon the cultural rules of the people who raise them. Some rules are taught with words: "Hold your fork in your right hand, and your knife in your left." Other rules are demonstrated by actions–when to smile, how close to stand when talking to someone.

  Because culture is learned, it is a mistake to assume a person's culture by the way s/he looks. Someone can be *racially* black and *culturally* Irish. A person can also become bi-cultural or tri-cultural by learning the rules of cultures other than his or her own primary group.

- **Individual members of a culture are embedded to different degrees within their culture.** Because culture is learned, it can be *well* learned by some people in the group and *less well* learned by others. As children become acculturated they usually learn the core rules of their culture, yet each child may not always learn every cultural rule equally well. Some families are more tradition oriented, others less. Further, even though families and individuals learn the cultural rules, they may not always behave according to what they have learned–some people are conformists, others are non-conformist.

As a consequence of both phenomena, we say that the behavior of members of a culture will vary depending upon how deeply *embedded* his or her experiences are within the core of a culture. As we work with individual families, thinking about behavioral variations in this way helps us understand why, for instance, all Japanese people don't always "act Japanese."

- **Cultures borrow and share rules.** Every cultural group has its own set of core behavioral rules and is therefore unique, yet some of the rules of Culture A may be the same as the rules of Culture B. This happens because cultural rules evolve and change over time, and sometimes when two groups have extensive contact with one another, they influence each other in some areas. Thus two groups of people may speak the same language, yet have different rules about roles for women. Understanding this helps us avoid becoming confused when a person from another culture is so much like you in some ways, yet so different in others.

- **Members of a cultural group may be proficient at cultural behavior but unable to describe the rules.** Acculturation is a natural process, and as we become acculturated we are not conscious that our ideas and behavior are being shaped by a unique set of rules. Just as a 4-year-old who is proficient with language couldn't, if asked, diagram a sentence or explain the rules of grammar, so also do people become thoroughly proficient with cultural behavior without consciously knowing that they are behaving according to rules. Understanding acculturation in this way explains why you can't walk up to a person and ask them to teach you their culture. Nor could you probably explain your own.

Along with discussions of these ideas, a concrete experiential activity on the structure of culture is often helpful. One exciting game is the B*aFá BaFá cross culture simulation*, distributed by the Simulation Training Institute in Del Mar, California. In this game, students are divided into two cultures–Alpha and Beta. Each group is introduced to the values, expectations, and customs of the new culture: Alphans are relaxed and value personal contact and intimacy within a sexist and patriarchal structure, while Betans measure a person's value by how well she or he performs in the marketplace. Once the members are comfortable with their new culture, observers are exchanged. The observers attempt to learn the other culture by observing them. After a fixed time, the observers return to their own culture and report what they saw. Each group tries to develop hypotheses about the most effective way to interact with the other culture, and then sends a visitor who attempts to "live in" and adapt to the other culture. When everyone has had a chance to visit, the game is ended.

Discussions about culture emphasizing the principles just stated should recur throughout the Seminar. Additional references are cited later in this manual, and Unit 4 of *Essentials* contains a number of specific exercises that students have completed for discussion in Seminar.

No matter what or how you teach,
learners will respond in diverse ways.
-Elizabeth Jones

Follow-up on assignments initiated during fieldwork

Three Seminar assignments build upon projects Candidates began during their fieldwork. Questions for possible discussion are provided for each topic.

Seminar assignment 3:

Now that you have tried out four (4) different ways of studying children, pick one you would like to demonstrate to other CDA Candidates.

- **Choose a question that you have about a child or children.**
- **Study the question using any technique you think is appropriate.**
- **Prepare to share your example in your CDA Seminar.**

You should be able to tell the group what you did, how you did it, and why you chose the specific technique. (Be prepared to answer questions, too!) (page 89)

You may wish to divide Candidates into small groups based on the type of observation(s) they brought with them. Allow enough time to discuss each of the samples and to describe the what, how, and why. Then bring the group back together to tell about 1 or 2 samples that seemed to be especially important in working with the Candidate's child or group.

- What have Candidates learned about recording children's behavior from their own observation experiences? What questions do they have about any of the techniques?

- Why did some types of observation tools work better than others? What factors influenced the results? How will the information be used for children's benefit?

Seminar assignment 4:

If you work in a program where developmental checklists or other screening instruments are used, collect some samples to bring with you to your CDA Seminar. Find out how they are used, so that you can discuss them in Seminar. (pages 89-90)

Review samples of checklists, tests, and rating scales and discuss how the results are used in the Candidates' programs. If they have none, bring in some from your collection or from a local teacher's resource center or elementary school. Take 15 minutes for Candidates to walk around and look over the tests.

- What are the values and pitfalls of the test itself and the information on which scores are based?

- How are the results used to improve programs for children?

Seminar assignment 5:

Find out the names of agencies to contact for expertise in developmental disabilities should you ever need assistance for a family in your program. List the phone numbers and include brochures about each agency or service in your Professional Resource File for easy reference. Your Field Advisor will assist you if you need help, and you will share your resources with other CDA Candidates during Seminar. (page 97)

Although Candidates will have already located resources in their area, some may need additional assistance. Take the opportunity to help develop the Candidate's research skills rather than just offering a list of places. This is also a good time to build networks among Candidates to share this information with each other.

Provide an opportunity to discuss issues in the community about developmental disabilities, such as the impact of labeling, differences in terminology, mainstreaming vs. homogeneous groupings. Bring in a special education expert and have him or her discuss career preparation and career options.

You might also discuss Public Law 94-142 and the 1986 Amendment, Public Law 99-457. Particularly highlight the provisions that mandate comprehensive service delivery and parental participation in assessment and diagnosis so that Candidates are aware that children are *entitled* to services, both those at risk of delay as well as those with developmental disabilities.

What IS the content of child development? I do want students to learn theory, to learn it so well that they can use it. But...I want more than rote learning. I try to include only a few concepts ... to give time to zero in ... from varied angles. Increasingly it has become clear to me that learning requires redundancy – many opportunities to take a concept and mess around with it, apply it to one own's experience, ask other people about their experiences, ask more questions, write and talk about it, assimilate it.

-Elizabeth Jones

Additional topics to discuss

These suggestions will help students articulate what they know about patterns of children's growth and development.

- Ask the group to divide into pairs to role play on topics of their choice selected from this list of 18 typical questions from parents (page 99 in *Essentials*). With one student playing the parent and the other the teacher, switch partners and topics at least 2 or 3 times so everyone has a chance to be both a parent and a teacher.

  After the switches in partners, ask Candidates to share how they felt in each role. How did the "teachers" present information about child development? What were the "parents'" reactions? What did they learn from the experience?

  1. Why do you plan for children in your program to play so much?
  2. How do you get children to share?
  3. Why do the boys and girls use the same bathroom?
  4. Why does each child need a cubby?
  5. Why do you insist parents always say goodbye to their child—even babies?
  6. Why are meals served family style?
  7. Where are the coloring books and worksheets?
  8. Aren't you just wasting learning time when you change diapers or wait for children to dress themselves?
  9. How do you get children to respect other cultures/languages, people with disabilities, different ages, and the opposite sex?
  10. How do you make children sit still for stories or show and tell?
  11. Why don't you teach the alphabet?
  12. When will my toddler learn to count?
  13. How soon can you toilet train my child?
  14. Why do children go off by themselves or do things in small groups? Why don't you teach everyone something at the same time?
  15. Why don't you do the same things with children every year? It's so much work to think up new activities.

16. Aren't you just a baby sitter?
17. Will my child be ready for kindergarten?
18. Will my child be confused learning two languages at once?

- Present a detailed, rigid breakdown of developmental milestones and ask the group to analyze its strengths and weaknesses.

- Show the videotape, *Looking at Young Children: Observing in Early Childhood Settings*. Focus on the difference between subjective and objective observation, drawing inferences from observations and from different observation techniques.

- Watch a small group of children playing together. (Either visit a child care program as a group, or ask a willing parent to bring in 2 young children to play while everyone watches.) Ask everyone to write what they observe as if they were keeping notes in their daily diaries.

  Compare and contrast each others' notes. What types of comments are most useful in understanding what happened?

- Compile a list of questions a teacher, supervisor, or parent might have about children. Ask Candidates to select the best type of observation technique to answer the question and explain why it was chosen.

- Show the videotape, *Culture and Education of Young Children*, a discussion with Carol Brunson Phillips. (NAEYC) Lead a discussion on learning styles and cultural variations.

- Discuss the advantages and disadvantages of using standardized tests versus tests developed locally.

- Locate whatever tests are used to screen children for entry into kindergarten in the local school system(s). Get some background information from the schools about why the test(s) was chosen and how the results are interpreted. Present this material to the class to discuss whether these practices seem appropriate. Invite a speaker from the school district to discuss the testing program.

- Talk about how different types of tests for young children (including IQ screening and developmental tests) can be misleading and misused. Ask participants to read the article by Hilliard (listed in the Resources) as a basis for discussion.

- Show one or both of these videos and lead a discussion:
  Lillian Katz's *Curriculum for Preschool and Kindergarten* (NAEYC)
  Bettye Caldwell's *Caring for Infants and Toddlers* (NAEYC)

- Contrast and compare appropriate programs for children of differing ages.

- Have Candidates share their experiences working with children with developmental disabilities.

- Provide Candidates with a list of behaviors and ask them to select all those that describe a child of a specified age. For example, if a Candidate works with toddlers, have her or him choose all the typical milestones that children in that age range usually reach.

- Have Candidates look through several early childhood school supply catalogs, magazines, and brochures. Try to find a listing or an advertisement for a product or idea they think may not be developmentally appropriate. Discuss these ideas as a group.

- Discuss what "developmentally appropriate" means when using English with a child learning English as a second language. What is the role of the home language?

- What developmental milestones would be appropriate for children in bilingual or bicultural programs?

- Prepare a list of typical developmental milestones and ask Candidates to tell you at about what age they could be expected. Or describe a child and ask Candidates to predict the child's approximate age.

What I'm really trying to do is enable adults to understand what it's like to be a child.
-Elizabeth Jones

Close and plan for the next unit

As you move on, be sure you reserve some time for students to write down their evaluation of the sessions thus far. Use what you learn as a basis to plan for future sessions.

Resources for further information (in addition to those listed in *Essentials*)

Almy, M., & Genishi, C. (1979). *Ways of studying children: An observation manual for early childhood teachers* (2nd ed.). New York: Teachers College Press.

Althouse, R. (1981). *The young child: Learning with understanding.* New York: Teachers College Press.

BaFá BaFá, a cross culture simulation. (1977). Simulation Training Institute, 218 Twelfth Street, Del Mar, CA 92014. (619) 755-0272.

Boehm, A.E., & Weinberg, R.A. (1987). *The classroom observer: Developing observation skills in early childhood settings* (2nd ed.). New York: Teachers College Press.

Bos, B. (1983). *Before the basics: Creating conversations with children.* 203 Baldwin Ave., Roseville, CA 95678: Turn-the-Page Press.

Caldwell, B. *Caring for infants and toddlers* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Caplan, T., & Caplan, F. (1983). *The early childhood years: The two to six year old.* New York: Putnam.

Cleverly, J., & Phillips, D.C. (1986). *Visions of childhood: Influential models from Locke to Spock.* New York: Teachers College Press.

Culturally sensitive care for infants and toddlers. (in press). Child Development Division, California State Department of Education, 560 J Street, Suite 220, Sacramento, CA 95814. (800) 445-7216.

Developmentally appropriate practice: Birth through age 5. Washington, DC: National Association for the Education of Young Children, 1988.

Duckworth, E. (1987). *"The having of wonderful ideas" and other essays on teaching and learning.* New York: Teachers College Press.

Gerber, M. (1986). *Seeing infants with new eyes* [Videotape-26 min.]. Washington, DC: National Association for the Education of Young Children.

Greenberg, P. (1986). *Staff growth program for child care centers.* Washington, DC: Acropolis.

Greenspan, S., & Greenspan, N.T. (1985). *First feelings: The groundbreaking book that shows you how to chart your baby's emotional growth . . . from birth to age 4.* New York: Penguin.

Hilgartner, C., & Metzger, B. (1979). *A roomful of children: How to observe and evaluate a preschool program.* Rochester AEYC, Box 356, Henrietta, NY 14467.

Hilliard, A.G. (1975). The strengths and weaknesses of cognitive tests for young children. In J.D. Andrews (Ed.). *One child indivisible.* Washington, DC: National Association for the Education of Young Children.

Katz, L. (1985) *Curriculum for preschool and kindergarten* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Lally, R. *Culturally sensitive care for infants and toddlers* [Videotape-in press]. California State Department of Education, 560 J Street, Suite 220, Sacramento, CA 95814.

Leach, P. (1983). *Babyhood; Stage by stage, from birth to age two: How your baby develops physically, emotionally, mentally; how your baby thinks, feels, learns, and expresses needs and wants* (2nd ed.). New York: Knopf.

Looking at young children: Observing in early childhood settings. [Videotape-16 min.]. Teachers College Press, P. O. Box 939, Wolfeboro, NH 03894. (800) 356-0409.

Merrill, B. (1984). *Learning about teaching from children.* Rochester AEYC, Box 356, Henrietta, NY 14467.

Miller, K. (1984). *More things to do with toddlers and twos.* Chelsea, MA: Telshare Publishers, Inc.

Peterson, R. & Felton Collins, V. (1986). *The Piaget handbook for teachers and parents: Children in the age of discovery, preschool - 3rd grade.* New York: Teachers College Press.

Phillips, C. B. (1985). *Culture and education of young children* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Position statement on quality child care. Little Rock, AR: Southern Association on Children under Six, 1986.

Position statement on quality four year old programs in public schools. Little Rock, AR: Southern Association on Children under Six, n.d.

Schaefer, C. (1984). *How to talk to children about really important things.* New York: Harper & Row.

Segal, M. (1984). *Birth to one year: Month-by-month descriptions of the baby's development with suggestions for games and activities.* New York: The Newmarket Press.

Weber, E. (1984). *Ideas influencing early childhood education: A theoretical analysis.* New York: Teachers College Press.

Unit 3

Ways to set up a safe, healthy environment to invite learning

This is a unit where Candidates can sink their teeth into the practical work of running a daily program for children. Much of the material seems to be common sense and some of it many of us take for granted. But health, safety, and nutrition are basic ingredients for creating an overall environment in which children can learn about themselves and the world. There are many details in this unit, but most Candidates will find so many practical implications for their work that they will eagerly tackle them.

During the fieldwork phase of study for Unit 3, Candidates completed 4 assignments, including the entire Environment Checklist. They have seen a video about environments and added a number of items to their Professional Resource File.

Now, Candidates are ready to explore their feelings about sensitive topics, share ideas for nutritious foods that appeal to children, refine the design for their teaching environment, and assess bias in classroom materials.

This unit also lends itself to discussion of a variety of other timely and important topics about safety, health and learning environments.

Goals

Unit 3 covers the CDA functional areas of Safe, Healthy, and Learning Environment and is designed to help Candidates set up an appropriate environment that invites learning:

1. They will provide a safe environment to prevent and reduce injuries.

Candidates should acquire the knowledge needed to identify common risks to children and should know how to keep the indoor and outdoor learning environment free of hazards. They should understand that different considerations need to be taken into account depending upon the age of the children and upon whether the setting is a center or a family child care home.

Candidates will also learn to use appropriate methods of teaching young children simple safety rules for managing their own behavior both in the program and at home. These include but are not limited to fire, water and electrical safety; poisons and medicines; and seatbelt and traffic safety.

In addition, Candidates should be able to discuss children's safety with "strangers" and some age-appropriate ways to help children protect their bodies.

Further, Candidates will learn techniques for supervision of children both in the indoor and outdoor environment.

2. They will be able to handle emergencies, accidents and injuries appropriately.

Candidates will learn basic first aid (by completing a Red Cross or other agency sponsored first-aid class,) and how to use it in age-appropriate ways. They will know how to prepare for and handle emergencies. Candidates should be encouraged to extend their knowledge and skills by learning CPR (cardiopulmonary resusitation) for infants and young children.

3. They will promote good health and nutrition practices.

Candidates will learn local and/or national standards for health, safety, nutrition, and food preparation. They will know how to use these standards in their own program settings, and practice sanitary procedures and teaching practices to promote health and safety for children, staff, and families.

Candidates will increase their knowledge of nutrition principles and be able to plan and prepare healthy snacks and meals. They will understand the importance of limiting sugar, salt, processed foods and unnecessary chemical additives. And they should explore the current issues and controversies in nutrition regarding cholesterol, dairy products, and proteins.

Candidates will learn to use appropriate techniques to teach healthy physical, mental, dental, and nutritional practices.

4. They will establish an environment that contributes to the prevention of illness.

Candidates will become familiar with the increased risks of contagious and infectious diseases in group child care and learn strategies for minimizing such risks. Candidates will learn appropriate techniques for handwashing after toileting or diapering children, after nosewiping, and before food preparation and eating. They will learn procedures for the care of sick children, for administering medicines and for contacting parents and medical providers.

Candidates will understand their role in recognizing and reporting symptoms of possible abuse and neglect and how to work cooperatively with health care professionals to respond sensitively and effectively to such problems. They will learn to communicate with children and parents about medical care and immunizations, and know how to identify health resources in the community.

5. They will use space and materials to construct an interesting and enjoyable environment that encourages play and exploration.

Candidates will learn how the arrangement of space and materials affects children's behavior and know ways to use room arrangements constructively to reduce behavior and safety concerns and to invite learning.

Candidates will know what materials are developmentally appropriate for different age groups, and they will be able to identify materials that demonstrate respect for each child's sex, family, race, language, and culture.

6. They will use relationships and routines to construct a secure and growth-enhancing environment for children.

Candidates will understand appropriate scheduling of activities for different age groups. They will understand the concept of balancing activities appropriately—quiet and active, child-initiated and teacher-directed, individual and group, indoor and outdoor. They will learn to provide simple and consistent routines and to see the importance of modifying them as children's needs, interests and abilities change.

Candidates will understand the importance of taking an active, yet undominating role as a teacher in settings based on the principle that children learn through play. And Candidates will build their ability to use information they gain by observing children in how they plan activities for them.

Goals and Objectives for Unit 3

Goal:
The Candidate is able to establish and maintain a safe, healthy, learning environment.

Objectives:
1. Candidates will provide a safe environment to prevent and reduce injuries.

2. Candidates will be able to handle emergencies, accidents, and injuries appropriately.

3. Candidates will promote good health and nutrition practices.

4. Candidates will provide an environment that contributes to the prevention of illness.

5. Candidates will use space and materials as resources for constructing an interesting and enjoyable environment that encourages play and exploration.

6. Candidates will use relationships and routines to construct a secure and growth-enhancing environment for children.

Your role as Seminar Instructor

The material in this unit focuses on the environment in various settings for early childhood education, specifically centers and family child care homes for children who range in age from birth through 5. As a Seminar Instructor, you will be using your knowledge of such settings and your sharpest observation skills for evaluating environments as you talk with Candidates about how to improve their teaching environments.

As you discuss the elements of the environment, you will model your commitment to the principle that **young children learn through play.** Teachers of young children are under a lot of pressure from parents and society in general to provide an "academic" curriculum, supposedly so children will be prepared for kindergarten and eventually for the college of their choice.

Play and hands-on activities are scorned in some communities in favor of worksheets and drill. Unfortunately, even some program directors have succumbed to these pressures and Candidates will need your reassurance about the benefits of more appropriate practice.

Establish with the Candidates that appropriate curricula are based on knowledge about how young children grow and learn. Be prepared to provide evidence that learning does take place through play and help Candidates strengthen their commitment to the idea. Share with students the research that documents how children learn through play (and how children who are rushed into reading, for example, lose interest). Your support can mean a lot to people who must confront pressures from parents or even supervisors every day.

CDA Candidates will learn to set the stage for children's learning in Unit 3. Some of their old ideas about teaching will need to be challenged and replaced with facts and practices based on knowledge about child development. Candidates can then improve their own programs and really make a difference in the lives of young children.

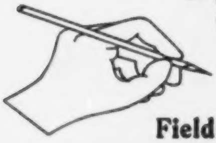
> *Early childhood is not a field with high prestige. So it is particularly important that its practitioners become articulate about what they do and why... In a lecture class only the teacher gets practice being articulate.*
> ***-Elizabeth Jones***

Follow-up on assignments initiated during fieldwork

The topics in this unit lend themselves well to lots of hands-on activities and lively Seminar discussions. Take advantage of the opportunity to involve Candidates with real objects as much as possible as you explore learning environments as a group.

There are just a few topics that Candidates are expecting to discuss in depth as a follow-up to their fieldwork experiences, so you have lots of options to tailor what happens the rest of the time on this unit to the Candidates' needs and interests. A few questions and suggestions for teaching are included for each topic.

Seminar assignment 6:



If you are embarrassed to talk about children's bodies with them, to help them feel good about being a boy or a girl, or to see a child masturbating once in a while before falling asleep for example, discuss your feeling with your CDA Field Advisor. You will need to be able to deal with these topics comfortably in order to be a good teacher. Young children should never be made to feel ashamed of themselves and they will pick up your attitudes.

List any topics you want to discuss about children's bodies that make you feel uncomfortable. You will have a chance to discuss these further during Seminar. (page 136)

As part of their focus on helping children stay physically and mentally healthy, Candidates have already discussed some of their feelings on topics such as child abuse, toilet learning, masturbation, and sex education with their Field Advisors. They are aware that they need to be able to deal with these topics comfortably in order to be a good teacher. These topics will often come up in groups of children or with parents, so you can help extend Candidates' comfort levels by enabling them to discuss sensitive issues with each other.

You will need to design a format that will help Candidates resolve their feelings in a positive way. You may need to introduce the topics by highlighting the importance of positive attitudes and the need for sound information upon which to base decisions and actions. You will want to ask if they have brought specific questions for you to discuss.

Perhaps small groups could be formed in which members share their concerns and how they are working to overcome them. Or, you may want to assemble teaching materials and children's books on some topics to give Candidates additional resources.

Role playing might be valuable to spark a discussion about toilet learning, for example. Give 2 Candidates instructions such as these:

- You are the mother of 22-month-old Brandy. Brandy must be toilet trained before he can begin nursery school in the fall, and it is already July. Do everything you can to get Brandy to use the bathroom.
- You are 22-month-old Brandy. Your mother wants you to get out of diapers so you can go to nursery school. You don't have the slightest interest–wet pants don't bother you. And you've never heard of nursery school.

When the role playing is complete, ask "Brandy" to explain how he felt. Then ask the "mother" how she felt. Explore how such pressure can damage the relationship between parent and child.

Then set up another role-playing situation that includes an understanding adult and a child who really wants to try hard to learn to use the toilet. The child has an accident. Discuss how the situation could be handled in ways that support the child.

Depending on the level of interest, you may want to ask one or more speakers to address the group and respond to questions.

- Public health nurses, psychologists, or other specialists are all potential speakers. Be sure the person has a background in child development and will present material in the most appropriate fashion. Discuss how Candidates can locate resources for use with parents–books, films, speakers, etc.

Whatever your plan, it is critical that all the Candidates in the group be able to deal with these topics in straightforward, honest, warm, and understanding ways when they work with children. Your leadership in this area is critical to the success of each Candidate.

Seminar assignment 7:

Practice meal and snack planning by adding your favorite ideas to the list of good snacks and good lunches for young children. Be sure to include familiar ethnic foods, and make special provisions for infants just beginning to eat solid foods, and for children with allergies, special food requirements or dietary preferences. You will share your ideas with others in your CDA Seminar. (page 141)

Perhaps groups could be formed to select recipes and prepare them for everyone to taste at the next session. Is anyone interested in putting together a collection of recipes?

Students should be encouraged to talk about which types of food preparation and selection experiences are most effective with different ages.

- How can toddlers help prepare food? What skills can you expect of a preschooler?
- How do you prevent accidents such as cuts and burns?

Discuss the recent debate about the basic 4 food groups. A sample of the new "eating right pyramid" appears in *Essentials*, but Candidates need to discuss it more fully as newer information is distributed. You may want to contact the following 2 organizations for the latest materials.

U.S. Department of Agriculture
Human Nutrition Information Service
Federal Building #1
6505 Belcrest Road
Hyattsville, MD 20782

Physicians Committee for Responsible Medicine
P. O. Box 6322
Washington, DC 20015
(202) 686-2210
(this group originally proposed the change from the basic 4 food groups)

Seminar assignment 8:

When you are fairly satisfied with your room arrangement, draw a rough sketch of your primary teaching space. Note doors and windows. Include major pieces of furniture. Mark the name of each activity area. Talk with your Field Advisor if you have any questions.

You will use this floor plan again in your CDA Seminar. And in case your ideas change as you learn more, we have included an extra space for you to draw a revised plan later. (page 165)

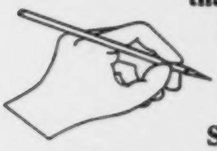
Perhaps have each Candidate exchange floor plans with a partner.

- Tell the partner about changes already made as a result of the self-study and the discussion with the Field Advisor.
- Study the plans. Identify problems. Ask each other questions and work out new ideas for improvement.

Similarly, Candidates have discussed their daily schedules with their Field Advisors. They can also learn from the experiences of others in the Seminar. Divide the Seminar group into smaller groups based on similarities in schedules: full-day programs, part-day programs, family child care.

- Ask members to compare and contrast their schedules. Talk about what works well and what is problematic. Encourage everyone to share experiences.
- Discuss scheduling differences based on the age of the children—infants vs. toddlers vs. preschoolers.
- Compare schedules in bilingual programs.

Seminar assignment 9:



Evaluate the books you provide for children. List five children's books that you regularly use in your group. Using the criteria from the Council on Interracial Books for Children, "Ten Quick Ways to Analyze Children's Books for Racism and Sexism," rate your books. Save one sample of a book that is stereotyped to discuss with the other Candidates in your CDA Seminar. (pages 176-181)

Display the children's books Candidates brought in. You may want to add a few of your own examples.

- Using the *Guidelines for selecting bias-free textbooks and storybooks* from the Council on Interracial Books for Children, ask Candidates to analyze which are stereotyped and which ones promote more equitable treatment of people (divide into small groups if there are too many books). Write down a list of all the stereotypes everyone found.

Ask one Candidate to read a book that contains stereotypes to the rest of the Seminar group, who will listen as if they were children. Ask some of the "children" to be members of the group being stereotyped and others to be from other groups either included or excluded from the story.

- After reading the story, have the "children" discuss how they felt about being described or portrayed in a stereotypic manner.

- How did the "teacher" feel about the experience?

- What was the reaction of the "children" whose group was omitted? How did the non-stereotyped and included "children" react?

- What messages do books, pictures, movies, and other teaching strategies actually give to children? How can we ensure children are learning appropriate values and ideas?

> *One of the important concepts in early childhood education is the child as active learner. Children learn through play—through action. Now as we teach our adult students, what they really need to understand is the concept of active learning; they need to know it "in their bones," which is where they must have theory in order to be able to apply it. That sort of understanding doesn't come from telling – for adults any more than for children. It comes through action, and reflection on action...How can we provide action for adult learners?*
>
> ***-Elizabeth Jones***

Additional topics to discuss

Here are a few other ideas to stimulate group interaction on the varied topics presented in Unit 3.

- Have students read "Teaching Children Non-Sense" (Smith & Davis, 1976). Ask them to write their reactions to the article and any similar incidents they have observed.

What memories did the examples bring back of the Candidates' own childhoods? How often have they acted in similar ways? How can Candidates stop themselves before they use such techniques?

- Have students sign up to bring in locally or nationally produced materials to teach children about safety or child abuse prevention. Bring in samples from your files or from a teacher resource center. Set up displays of the materials.

  Ask Candidates to defend or criticize the appropriateness of items. Encourage discussion.

  Ask for a volunteer or 2 to draw up a list of where to get all the best materials so everyone can add them to their personal resource files.

- Set up a role play in which one person acts as the teacher at lunch. The menu is peanut butter and jelly sandwiches cut into triangles, carrot strips, milk, and grapes. Four older toddlers (other Candidates) are at the teacher's table. The teacher is determined that the children will learn shapes and colors by talking about the food on their plates. The children are more interested in other things.

  After 5 minutes (or as long as the participants can stand it) talk about reactions of the teacher and the children. Who did most of the talking? What did the children learn?

  Repeat the role play, but this time have the teacher follow the children's lead for topics to talk about. What happened this time? Why?

- Have participants write out at least 2 biases other people hold about their own culture on small pieces of paper. Mix up the lists and during a break or while the group is working on the other projects, list the biases in random order on an easel or chalkboard.

  Discuss the results. Can anyone identify a specific culture from some of the biases?

  Discuss how biases are learned. How do they make people feel?

  If the group appears to be homogenous, ask Candidates to list biases others hold about their families, their sex, their age, or some other factor.

- Break into groups based on the ages of the children the Candidates teach. Ask each person to tell about a good health or safety activity she or he has used successfully.

  Ask someone to demonstrate an idea such as how to introduce scissors to toddlers or how to help children cross the street safely.

  Share field trip ideas to learn more about health and/or safety.

- Have Candidates look over a selection of 10 or 15 toys supposedly intended for a specific age group. Make sure some of those in the selection are inappropriate and/or unsafe.

  Ask individuals to write down why they would or would not offer a specific item.

  What other toys would be better for children at that age? Discuss Candidates' responses.

- Ask Candidates which toys children want to play with most often in their programs. Make a list. Are there similarities within age groups? Why might that be? Then ask Candidates to observe children in their program for the next week to confirm (or question) that those are indeed the most popular toys. Were their predictions accurate? What should they do with the information?

- Provide preschool supply catalogs for each person (or ask each Candidate to bring one to the seminar). Give out instructions such as these:

  You are about to open up a family child care center for 4 children ages 3 and 4. Your own children are now 8 and 10 and you have not saved many of their toys. Your budget allows $200 to spend on learning materials. What would you buy?

- Share ideas about how to improvise furnishings: shelves, tables, carpet samples, and other cost-saving measures. Compare these ideas with the cost of furniture in catalogs.

- Read "Setting Up the Classroom" (Souweine, Crimmins, & Mazel, 1981). Discuss equipment and space needs for children with physical disabilities.

- Jointly compile a list of suggestions for local field trips dealing with the topics in Unit 3. Discuss ways to make the experiences age appropriate. Encourage Candidates to add the information to their personal resource files.

- Bring in a selection of popular packaged foods: macaroni and cheese, frozen treats, fruit leather, cereals. Have Candidates read labels and make recommendations about their value as snacks. Use the form on page 140 in *Essentials* to compare food values.
- Watch the video, *Environments for Young Children*, with Elizabeth Prescott and Elizabeth Jones. How can Candidates apply information from that video?
- Have students read one of the articles by Soledad Arenas, and discuss the issues involved in successfully fostering the development of children in bilingual bicultural environments.
- Watch Barbara Biber's discussion of *Play and Learning*, a video. What can Candidates tell parents who ask why children spend so much of their time playing in the Candidate's program?
- Ask Candidates what they would do if . . . a parent donated a toy box to their program . . . their program director wanted to install computers in every classroom . . . a parent sent a child to a full-day program in a party dress every day. Choose dilemmas that fit your community.
- Have Candidates discuss whether infants in diapers should be allowed to play with older children (due to the concern about germs spread through drooling and children's waste).
- Watch the video, *A Classroom with Blocks*, (Berlfein, 1979). Help Candidates see that an investment in unit blocks is a wise decision because of the many values of blocks for children's learning. If possible, give Candidates an opportunity to play with blocks themselves. Discuss what other learning materials have a high play value for the money spent.
- Ask Candidates to bring in the Statement of Competence they drafted for this Competency Goal. Exchange ideas in small group discussions.

A note on writing Statements of Competence

Candidates will present written Statement of Competence as part of the documentation for their final assessment as CDAs. Their Field Advisors have the responsibility to assist in the writing of these statements. However, you may want to provide additional support and writing practice as part of helping students become increasingly articulate about their practice in early childhood.

Briefly described, Candidates are required to write a 200 word statement for each Competency Goal, describing their goals for children and giving specific examples of what they do in practice to demonstrate their skills. Since the Competencies are so broad, the statements may be subdivided by Functional Area definitions, with each paragraph or section labeled with the Functional Area titles.

The more opportunity Candidates have to practice writing about the the things they do, the more confident and articulate about their practice they become. Vital to this process is that Candidates be encouraged to use their own ideas and beliefs, and to write about them in their own words, as these statements are to represent their own unique style as an early childhood professional. Copying statement from books or from the writing of others is simply not an acceptable practice for these statements. Yet, unless Candidates can be convinced of the worth of their own words, their own thoughts, and their own ideas, they may well lack the confidence to risk writing an original statement.

You can contribute to building that confidence and skill by having students write and write again, both their statements of competence as well as other written exercises throughout the Seminar; and by giving them many opprortunities to share their writing with you and with each other. A beautifully documented example of this is the manual, *Stories that Teach* and videotape *Well Told Stories* by C. David Beers et al. from San Juan College in New Mexico. These materials document the experience of portfolio writing in Native American Head Start classrooms.

Close and plan for the next unit

At the end of your discussions about the learning environment, again ask Candidates to write down their assessment of how the Seminar session(s) have gone.

By now, you probably have responded to one or more of the concerns from previous sessions, so Candidates should begin to feel more confident that their experiences are contributing to the content and process of the entire Seminar.

Resources for further information (in addition to those listed in *Essentials*)

Arenas, S. (May/June 1980). Innovations in Bilingual/Multicultural Curriculum Development. *Children Today,* a publication of the U.S. Department of Health and Human Services, Washington, D.C. 20402.

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Beers, C.D. (1990). *Stories that teach.* San Juan College Early Childhood Education Department, 4601 College Blvd., Farmington, NM 87402. (505) 326-3311.

Beers, C.D., & Ott, R. (1990), *Well told stories* [Videotape], San Juan College Early Childhood Education Department, 4601 College Blvd, Farmington, NM 87402. (505) 326-3311.

Berlfein, J. (1979). *A classroom with blocks* [Videotape]. Washington, DC: National Association for the Education of Young Children.

Biber, B. (1985). *Play and learning* [Videotape-18 min.]. Washington, DC: National Association for the Education of Young Children.

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Clemens, S.G. (1988, January). A Dr. Martin Luther King, Jr. curriculum: Playing the dream. *Young Children, 43*(2), 6-11, 59-63.

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The creative curriculum [Spiral bound book and videotape]. Washington, DC: Creative Associates, 1988.

Deci, E.L., & Ryan, R.M. (1982). Curiosity and self-directed learning: The role of motivation in education. In L.G. Katz (Ed.) *Current topics in early childhood education.* Norwood, NJ: Ablex.

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Frost, J.L., & Klein, B.L. (1984). *Children's play and playgrounds.* Playgrounds International, P.O. Box 33363, Austin, TX 78764.

Frost, J.L., & Sunderlin, S. (Eds.). (1985). *When children play.* Wheaton, MD: Association for Childhood Education International.

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Guidelines for selecting bias-free textbooks and storybooks. New York: Council on Interracial Books for Children, 1980.

Haswell, K., Hock, E., & Wenar, C. (1982, March). Techniques for dealing with oppositional behavior in preschool children. *Young Children, 37*(3), 12-18.

Kostelnik, M.J., Whiren, A.P., & Stein, L.C. (1986, May). Living with He-Man: Managing superhero fantasy play. *Young Children, 41*(4), 3-9.

Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium for Longitudinal Studies. *Monographs of the Society for Research in Child Development, 47* (2-3, Serial No. 195).

Literacy development and pre-first grade: A joint statement of concerns about present practices in pre-first grade reading instruction and recommendations for improvement (1986, May). *Young Children* 41(4), 10-13.

Martoz, L.R., Rush, J.M., & Cross, M.Z. (1989). *Health, safety, and nutrition for the young child* (2nd ed). Albany, NY: Delmar.

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Sotamaa, Y. (1980). Criteria for children's playthings and play environments. In P.F. Wilkinson (Ed.), *In celebration of play.* Newark: St. Martin's.

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Unit 4

Positive ways to support children's social and emotional development

What kind of people do we want children to be? How do we help children develop an understanding of themselves and others? And how do we guide children so they will be self-controlled, responsible citizens? These questions are the heart, not only of this unit, but of every minute we spend with children and their families.

In this unit, CDA Candidates will be expected to confront their own biases—about culture, language, ethnicity, sex, age, discipline, child care, death, and other issues—and to resolve those biases in ways that will allow them to be effective professionals. They will work to apply these insights as they acquire the knowledge and skills to support social and emotional development and provide positive guidance of young children. Your task is to continue to guide Candidates through this process of greater self-understanding so they can reach out to others and support their development as well.

As you begin to work with Candidates on this unit, you need to feel fully prepared to deal with the sensitive issues that will arise. Many are controversial and even expert opinion is divided on some. Keep abreast of the current literature and commentary and be willing to examine and change your own ideas as you work through the topics with the Candidate.

Biased attitudes and beliefs are manifested all throughout our society and preparing teachers to be equipped to make changes in early childhood education is important to the profession. The Council on Interracial Books for Children (CIBC) offers a wide array of marvelous, authentic teaching materials, not just about children's books but on all manifestations of racism, sexism, ageism, handicappism, and other untenable excuses for treating people inhumanely. Request a copy of CIBC's catalog and begin to use their many resources for your own as well as the Candidate's self-examination. For example, you might want to read *Stereotypes, Distortions and Omissions in U.S. History Textbooks* to become better informed about some of the influences that have misled us.

Then become familiar with ideas that teachers can use to directly counteract and overcome bias within the curriculum. Remember, curriculum is everything that happens during the day. Derman-Sparks and her colleagues at Pacific Oaks College have written a manual advocating the use of an anti-bias curriculum. Be ready to urge CDA Candidates to use this active approach in their programs, regardless of how homogenous the families and staff may be. Prejudice and professionalism are simply not compatible.

You will also need to have a firm handle on the many different positive guidance techniques that adults can use to help children learn self-control and to take responsibility for their own actions. Many types of discipline–ridicule, sarcasm, spanking, humiliation–are embedded within our society and Candidates may need to unlearn some of these strategies. The text *Essentials* repeatedly focuses on positive approaches to the use of discipline with children and many additional resources for reading are recommended. If need be, refresh your knowledge of these, particularly those with specific implications for practice. Also be sure you know the arguments against using reward and punishment guidance techniques. Cannella's review of the research is especially enlightening.

These topics may be difficult for some Candidates, because they go beyond absorbing information and applying it. Attitudes must be confronted, and Candidates must come to grips with the reality that they are preparing children to live in a diverse, multicultural world. In the process, they will develop the skills they need to support children's development within their own cultural context, and help children develop an appreciation of diversity.

Your support and sensitivity are crucial during this portion of the CDA Professional Preparation Program.

Adult learning is in large part a function of relationships. This includes relationships with subject matter. Surely all of us have had the experience of becoming excited about an otherwise unlikely topic because a teacher cared passionately about it. It also includes relationships with people. I work at building relationships with students myself; if the teacher doesn't get involved with students, why should students get involved?. Some will get involved directly with the subject matter, of course. But others ... need human contact to make the bridge into thinking about the subject; they need recognition as persons, not only as learners.

-Elizabeth Jones

Goals

Unit 4 covers the CDA Functional Areas of Self, Social, and Guidance and is designed to help Candidates acquire skills to support social and emotional development:

1. They will provide physical and emotional security for each child.

Candidates will understand the importance of a physically and emotionally secure environment for children's developing sense of competence, self-esteem, and self-regulation. They will provide affectionate and appropriate physical contact, individual attention, and help children develop self-help skills.

2. They will help each child know, accept, and take pride in herself or himself.

Candidates will foster children's developing awareness of themselves as a family and ethnic/social group member. They will develop insights into the ways that culture and group identity influence their own attitudes and values, and they will develop strategies for fostering children's development within their own cultural group.

Candidates will learn how to stress the value of diversity with children by identifying appropriate materials and experiences based on differences among race, skin color, language, differing abilities and gender. They will also develop skills to manage children's inappropriate interactions based on stereotypes and biased attitudes.

3. They will develop children's sense of independence.

Candidates will help children develop self-help skills like eating, dressing, using toys and equipment, and cleaning up. They will understand the importance of offering real choices and respecting children's preferences.

4. They will help children feel accepted in the group and encourage communication so children can get along with others.

Candidates will understand children's stages of social development, have realistic expectations for children, and apply their knowledge with parents and children as they deal with typical developmental issues. Candidates will use positive ways to help children get along with other people.

Candidates will develop skills to deal with typical age-appropriate issues, such as separation anxiety, oppositional behavior, shyness, egocentricity, sexual identity and making friends.

5. They will encourage feelings of empathy and mutual respect among children and adults.

Candidates will learn to foster within the program a sense of closeness among children, staff, and parents. They will be able to help children learn ways of treating each other that foster friendships and cooperation.

6. They will establish a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Candidates will take steps to prevent discipline problems by arranging the environment to avoid them. They will be able to assess a situation and determine the most appropriate action to make changes in the environment, schedule, teaching strategies, and/or curriculum. Candidates will be able to offer individual discipline choices and select from a variety of positive guidance methods to help children resolve their own problems, such as listening, redirection, and reinforcement.

Candidates will have realistic expectations about children's needs, including those of differently abled children, and adjust their schedules, curriculums, and interactions accordingly. Candidates will develop the ability to analyze different types of disciplinary methods, select those that are positive, and eliminate negative methods.

Goals and Objectives for Unit 4

Goal:

The Candidate acquires the knowledge and skills to support social and emotional development and provide positive guidance.

Objectives:

1. Candidates will provide physical and emotional security for each child.

2. Candidates will help each child to know, accept, and take pride in herself or himself.

3. Candidates will help each child develop a sense of independence.

4. Candidates will help children feel accepted in the group and encourage communication so children can get along with others.

5. Candidates will encourage feelings of empathy and mutual respect among children and adults.

6. Candidates will establish a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Your role as Seminar Instructor

You will need to reinforce the theme of this unit—**supporting social and emotional development**—in a number of ways. You will help Candidates broaden their repertoire of behaviors for enhancing children's self-esteem and self-control, and you will point out the long-term negative consequences of inappropriate practices.

Most of all, make sure Candidates understand how to put into practice what they are learning—listen carefully to their comments and concentrate on how they would apply the material. With the assistance of their Field Advisors, some Candidates will already be committed to positive guidance, others will be working in that direction, and still others will need extensive experiences to overcome their damaging opinions about how to guide children.

The group trust that hopefully has been established will facilitate the interactions around the topics in this unit—you will find them genuinely engaging and filled with strong feelings. Your skills as a group leader will be put to the test as you bring out and wrestle with attitudes and behaviors deeply ingrained in each Candidate. Some may resist change or may be overly confident about their ideas.

At the conclusion of your work on Unit 4, however, you will have the satisfaction of knowing that Candidates have made great strides in changing their attitudes and behaviors toward those that are more professional for working with young children and their families.

Follow-up on assignments initiated during fieldwork

Candidates will expect to deal with 5 topics as a follow-up to the fieldwork for Unit 4:

- exploring cultures they grew up in,
- expanding knowledge of other cultures and lifestyles,
- dealing with everyday expressions of bias,
- staying calm when children are out of control, and
- reporting child abuse.

Many of the ideas presented in *Essentials* deal with helping Candidates come to grips with their own biases about race, culture, gender, age, and physical capacity. Everyone has such biases, although many are unconscious attitudes. So among your group, you will have to uncover and discover these, and determine the most important one to focus on depending upon the individuals in the Seminar and community makeup and attitudes.

Use your insights as a leader in the field to select and modify the suggested activities in ways that will be most effective with your group.

Seminar assignment 10:

Perhaps you are puzzled about what culture really is and why it is important to consider for young children's total development. Instead of thinking about other cultures first, it may help you to understand culture better if you start by thinking about your own culture first. Your culture strongly affects how you work with young children. What culture did you grow up in? What are some of the beliefs your culture holds about infant feeding: breast/bottle, time, introduction to solid foods, crying, how much infants should be held? . . . about how to handle toilet learning: at what age? should it be any different for boys or girls? . . . about spanking: who should do it and who shouldn't? . . . about boys crying? . . . about typical toys? What other practices does your culture see as important in childrearing? Ask your Field Advisor to help you think of some and be prepared to discuss your ideas in your CDA Seminar. (pages 209-210)

Everyone is influenced by culture. You will help Candidates deepen their understanding of their own in preparation for their learning about others. In order to have open and honest discussions, start by creating a trusting climate where any topic can be raised, especially touchy ones. Make a commitment to confidentiality and to mutual support. (See Katz, 1978, for suggested exercises on stereotypes and how to establish a good climate for discussion.)

- Ask Candidates to break into small groups and compare the descriptions of their own culture with each other. (Try to include as much diversity as possible within each group.)

  What people were important in shaping their cultural identity? What did those people do to have an influence on them? What incidents do they remember?

  What are the similarities among the cultures of the students? What were the differences?

  How do cultural similarities between children and caregivers affect interactions (learning styles, showing affection, relationship between adults and children, beliefs, and other factors)?

- Ask Candidates to bring an artifact from their own culture and explain why and how it could contribute to children's understanding of culture.

Why is it appropriate for young children? What messages are conveyed about the culture by the item?

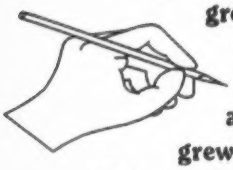
How did the object contribute to the Candidate's own ethnic identity?

- How effective do students think they would be working with children from another culture? What impact would working in another culture have on them?
- When were Candidates first aware that they belonged to a cultural, racial, or ethnic group? What were they taught about members of other groups? How did they learn their biases about others?

Having posted a calendar in order to make things predictable for students, I have some obligation to stick to a schedule; but I also have an obligation not to extend things beyond their usefulness and conversely, not to cut things off when they're going especially well. I have to be willing to LET GO of some of my good ideas without making a fuss.

-Elizabeth Jones

Seminar assignment 11:



Look at the diversity within your community. What cultural groups will the children come into contact with? What other types of diversity will they experience? As an early childhood educator, you must feel comfortable with your own attitudes about families who are different from the ones you grew up with. . . this is one of the areas you will work on in your CDA Seminar.

What kinds of objects can you add to provide a better balance of multicultural experiences for young children? Share your ideas with other candidates in your Seminar.

Select a few topics about cultures in your community that you would like to get more information about. Jot down these topics so you can work on them in your CDA Seminar.

What are some stereotypes or biases that you learned that you would like to change? You will discuss these in more detail in your CDA Seminar. (pages 215-221)

This series of assignments was designed to broaden Candidates' thinking about "multicultural education." During their fieldwork, Candidates were introduced to an important distinction between strategies to *make the program culturally consistent* for the particular children who are enrolled and strategies to *teach all children to value cultural diversity* as well as diversity of other types. Keep this distinction in mind as you identify areas where they would like more information about culture. You can ensure they find some answers to their questions by structuring the Seminar so Candidates can learn from each other, you, and resource people in the community.

- If the Seminar is homogenous, ask volunteers to select other racial or cultural groups from within the community and speak on that group's behalf to identify some of its unique characteristics. ***Help them identify some accurate and unbiased reference material to read.*** Either working in small groups or together in the entire Seminar, discuss what people learned from each other.

  What changes will they make in their teaching based on what they have learned? How will they support families by their actions?

- Show one or more of these filmstrips from CIBC and have a discussion: *Unlearning "Indian" Stereotypes, Unlearning Asian American Stereotypes,* and *Unlearning Chicano and Puerto Rican Stereotypes.*

- Share ideas for creating culturally consistent contexts for several different cultural groups. Contrast these ideas with suggestions for teaching children to value diversity. Perhaps someone will volunteer to take notes and compile the material for the group.

- Provide a brief historical perspective on Black Americans, Hispanics, Native Americans, Asians, and/or other cultural groups whose history has been largely ignored by most schools. Be a resource yourself (talk about your own ethnic group) and invite CDA Candidates or guest speakers to share insights about their own ethnicity.

  Focus on why the people came to this country, opportunities for and barriers to education, the role of the church and family, economic hurdles, and political realities for each group.

  Demonstrate how pervasive bias is within the United States: jobs, housing, and education discrimination; subtle prejudice; deprivation of rights; stereotyping; and other factors.

- Display a world map with a more accurate perspective about the relative sizes of continents, such as the Peters Projection. Compare it to the world maps such as the Mercator Projection that is usually used. How does this distorted perspective affect our attitude toward other countries?

- Examine institutional racism and sexism, and how they affect people's lives. Two filmstrips from the CIBC may help set the stage for discussion: *Understanding Institutional Racism* and *Understanding Institutional Sexism.*

- Ask Candidates to observe a child's behavior using the information about the child's culture learned in the Seminar.

  How do the interpretations differ when the child is viewed from the perspective of her or his own culture?

- Ask the group to watch a children's television cartoon, read a biased children's book, or look at commercial toy packages. What examples can they find of "isms" (sexism, racism, handicappism, ageism)?

- Use the excellent chapter entitled "Bias in Children's Storybooks" in *CIBC: Guidelines for selecting bias-free textbooks and storybooks* to help Candidates develop their critical thinking skills about how children's daily experiences shape their attitudes and feelings about themselves and others.

- Have small group discussions to consider questions such as these:

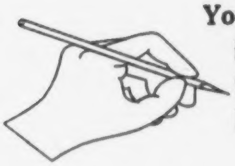
  Is America really a melting pot? Why or why not?

  Is a melting pot a realistic or desirable goal?

  What can you as a teacher of young children do to combat racism? ageism? handicappism? sexism?

- One way bias is manifested in education is by failing to build upon the home language in the school experience. Even though research shows that children who speak 2 languages are more cognitively prepared than their monolingual counterparts, many programs still stress English only. Have Candidates debate the issues and strive for clarity on the value of maintaining the first language for both the child's overall development and for learning English.

Seminar assignment 12:



You will need to directly confront biases as they come up in children's interactions. How you deal with everyday expressions of bias such as these examples will be discussed in your CDA Seminar. Think about how you would respond in each situation and make some notes here:

"You're a sissy because you play with dolls."

On a field trip, children stare at a person in a wheelchair.

A child puts his fingers in the corners of his eyes, pulls his skin up, and brags, "Me Chinese brother."

A new child shrinks back in fear from a Black child when the group joins hands to play a circle game.

When you meet with your CDA Seminar, you will practice techniques to confront children's stereotypes. (page 223)

We used to think that young children didn't notice differences or display biased attitudes. But we now know that children are aware at very young ages that color, language, gender and physical abilities differ among people and that those differences are connected with privilege and power. You will help Candidates sharpen their observational abilities to notice children's interactions in these areas, and become comfortable with taking a positive approach to dealing with everyday expressions of bias.

- Working in small groups, have students discuss age-appropriate responses to the above incidents.
- Provide students with copies of the brochure "Teaching young children to resist bias: what parents can do" (Derman-Sparks, et al., 1989). Role play alternative responses in interactions with children. Discuss how to use the brochure in discussions with parents.
- Set up several role-play situations in which one Candidate is the teacher and another is either a parent or child exhibiting a stereotype. Ask, what would you do if these situations occurred:

  A 3-year-old has just screamed, "No [*local derogatory word for a cultural group*] allowed in here with me!"

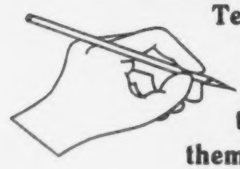
  You answer the phone and find a parent inquiring about enrollment. Among the questions asked is, "How many children in the group are White?"

  You are a minority teacher. You can see that one set of parents is uncomfortable with your spontaneous displays of affection toward their child.

Use other examples that might be typical within your community. Discuss each scenario at its conclusion.

Seminar assignment 13:

(In the section on staying calm when children are out of control, the following appears:)



Teaching young children is filled with dilemmas. There are rarely any clear cut answers, especially when dealing with unique situations. List some that you found particularly troublesome. Raise them for discussion in your CDA Seminar. (page 235)

Look at the ideas here on how to make superhero play more manageable. Decide for yourself whether you believe superhero play can be managed in a positive way with your group.

If you decide to include superhero play and help children control it, record an incident of this type of play. Write a paragraph about what happened. Describe what problems you encountered when you tried to make superhero play more productive, and what techniques you used to resolve them.

If you decide not to include superhero play, write a paragraph explaining why. Discuss your ideas and experiences with your Advisor. Then save your notes to share with others in your CDA Seminar. (pages 244-245)

There are a number of ways you can enable candidates to add to their repertoire of behaviors for dealing with frustrating situations that arise every day in work with young children.

- Ask the group to name all the techniques they use to stay calm while children are out of control. Role play each one of these techniques.

  Which ones seemed most effective? Why?

  Are there individual preferences in the group? Why?

  Highlight the diversity of techniques—no one strategy works for everyone.

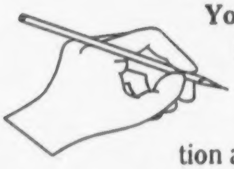
- Request volunteers to debate the pros and cons of superhero play.

  What do you do with children's aggressive play if you don't allow superhero play?

  How do you channel superhero play into constructive play?

  Discuss the suggestions of Kostelnik, Whiren, & Stein (reprinted in *Essentials* on page 244) or provide copies of "Living with He-Man: Managing Superhero Fantasy Play" (Kostelnik, Whiren, and Stein, 1986) for each Candidate to read.

Seminar assignment 14:



You will discuss the child abuse reporting procedures at length in your CDA Seminar. (page 265)

You will need to provide accurate and up-to-date information about the child abuse reporting procedures in your community: what the responsibilities are of professionals, what evidence of abuse is required, whether the reporter may remain anonymous, what information about the family is needed, and any other requirements and procedures.

In addition, Candidates should be asked to find out what their program's procedures are. Who on the staff must be told about the suspected abuse? Who will file the report? What records are kept? You may also want Candidates to role play what happens when a report is made so they will feel more adept at taking this difficult step.

Candidates may want to talk about the difficult feelings this responsibility may provoke, or discuss how they work with parents once suspicion about abuse has been aroused.

This is such a volatile issue, and it may be particularly difficult for any Candidates who have been abused themselves as children or who have been involved in handling suspected abuse. You will need to determine whether you are prepared to handle the strong feelings that may come out. Or perhaps you will want a community expert in this area to lead this discussion. Be prepared to help Candidates gracefully excuse themselves temporarily if the issue is too difficult for them.

> *Valuing diversity includes not having the last word. We tend to believe that the teacher should sum up whatever has been said in class, should provide closure. But that says to the students that all their contributions are only tentative, and it's up to the teacher to synthesize them into the true view. This is a real temptation, which students encourage; many of them find it reassuring to receive the word, to know that there is final truth somewhere. And teachers enjoy showing off intellectually, being admired for their charisma. (Charisma comes from the combination of competence and passion.) That inspires students, gets them started, but it doesn't sustain them in the development of their own competence and passion.* That *they need to practice for themselves.*
>
> ***-Elizabeth Jones***

Additional topics to discuss

By now Candidates should know each other quite well and enthusiastically share techniques and resources with each other on topics including stranger and separation anxiety, oppositional behavior, egocentricity, making friends, sexual identity, and fears. Try to resolve issues in terms of developmentally appropriate practice. Come up with practical ways to build support for more positive guidance techniques.

To encourage this discussion, try some of these activities.

- Present Candidates with a list of questions using typical examples of children's problem behavior such as these:

  What would you do if a child was using a long unit block as a gun to shoot other children?

What would you do if a girl was found exploring a boy's genitals in the bathroom?

What would you do if children refuse to help clean up before moving on to the next activity?

What would you do if the same children repeatedly throw sand at others in the sandbox?

Talk about many alternative approaches to solving these problems. See if the group can agree on 1 or 2 responses that seem best. Convey the message that if teachers are prepared by thinking in advance about how to handle situations, they can react in more appropriate ways or even act in advance to eliminate the possibility of the problem so it never comes up.

- View the video on toddler's separation anxiety when they enter child care (Lally, *First Moves*, 1989).

  What positive techniques can teachers use with young toddlers and their parents upon entry to the program?

- What are some ways Candidates can help **parents** support their children's friendships?

- Assign for reading the article by James Clay, "Working with Lesbian and Gay Parents and Their Children" (*Young Children*, Vol. 45, No. 3, March 1990, pp. 31-35). Use the article to encourage Candidates' discussion of their own level of comfort in using the strategies proposed by the author.

  How would you feel if a co-worker is homosexual? If a child's parent is?

  What stereotypes would you need to overcome? How would you do that?

- Bring to class one of the children's books on alternative life styles and role play storytelling time with a group of children. Have Candidates discuss the quality of these books and whether they would be comfortable using them.

  Bosche, S. (1983). *Jenny lives with Eric and Martin.* Gay Men's Press, P.O. Box 247, London N15 GrW, England.

  Severance, J. (1983). *Lots of mommies.* Chapel Hill, NC: Lollipop Power.

  Drescher, J. (1980). *Your family, my family.* New York: Walker.

- How do Candidates help support children's transition between their child care programs and elementary school?

  How do **Candidates** cope with separation from families when they leave the program?

  How do Candidates help families cope with parting?

- Set up discussion groups on topics of concern such as children's sexual identity, how to work with toddlers who assert themselves by saying "no" a lot, planning for the hospitalization of a child, or working with blended families. Be prepared to recommend readings on each topic as a starting point for discussion.

- Ask the group to write down a list of various cultural and/or religious beliefs about death.

  How do these match with children's abilities to understand death?

  What are some appropriate ways to handle the topic with young children?

  Should young children be allowed to attend funerals? What would age-appropriate preparation and follow up activities be?

- Set up 2 or 3 parent/teacher partnerships to role play discussions of concerns such as these:
  - *unrealistic goals for children (for example, reading at age 4 or toilet learning at age 2),*
  - *sex role disagreements (boys playing with dolls, girls doing carpentry),*
  - *conflicting religious beliefs (children not allowed to dance or sing certain holiday songs),*
  - *harmful beliefs about death (telling children death is like sleeping, not telling a child about the death of a loved one).*

  Use other topics of specific interest to group members regarding the typical stages of growing up or life's stressful events such as new babies in the family, divorce, disabilities, or abuse.
  What have Candidates learned from these experiences? Ask them to write how these role-playing experiences will affect their relationships with parents.

- Set up a debate regarding the merits and drawbacks of using rewards and punishments as a means to control children.

  How do professionals argue against something that seems to work?

  What are the criteria for judging whether a technique works or not?

What can Candidates do to help parents find more appropriate ways to help children gain self-control?

- Ask each Candidate to select one children's book (you can bring them in or have students bring books with them) that deals with a difficult topic such as hospitalization, moving, or fears. Choose a partner and discuss how they would use the book to work with a child and/or family facing such a situation.

  What else would they do besides read the book to the child?

- Ask Candidates to list discipline topics that are especially troublesome due to their popularity (such as spanking, ridicule, time out, assertive discipline, threats). Break into interest groups. Discuss observations of the short- and long-term effects of using these negative forms of discipline.

- Share ideas about the types of celebrations that are appropriate for children and their families. Discuss children's proms, graduations, open house programs, and other inappropriate ideas.

- Ask Candidates to write down the names of 2 or 3 children in their group and then pretend their families have asked for gift ideas for the child. Have Candidates list several good matches and explain why the items were chosen.

- Challenge small groups to act as if they were the staff of a large center planning for the first day of school. Deal with issues such as these: who to invite, what parents will do, how space will be arranged, equipment needed, records to be kept, role of program director. Ask each group to explain its rationale for the choices/policies it sets up.

- Watch the video *Discipline*, a discussion with Jimmy Hymes. Use it to spark debate about how children are treated in America today.

- Ask each Candidate to bring at least one artifact from her or his culture and be prepared to explain why it was selected as an appropriate item to include as a learning material for young children. What messages do these items convey to children?

- Discuss egocentricity and how it is manifested in children's play activities. Ask Candidates to give observational examples of children engaged in solitary, parallel, and cooperative play.

- Distribute copies of articles such as these for Candidates to read:

  "A Dr. Martin Luther King, Jr. Curriculum: Playing the Dream" (Clemens, 1988)

"Nurturing Diversity for Today's Children and Tomorrow's Leaders (Phillips, 1988)

"Assertive Discipline: Unhealthy for Children and Other Living Things" (Gartrell, 1987)

"Multicultural Education in Early Childhood" (Ramsey, 1982)

"Techniques for Dealing with Oppositional Behavior in Preschool Children" (Haswell, Hock, & Wenar, 1982)

"Beyond 'Ten Little Indians' and Turkeys: Alternative Approaches to Thanksgiving" (Ramsey, 1979)

"Celebrating Our Differences" (Kendall, 1988)

Ask Candidates to think about how they can apply these ideas in their work with young children and their families.

Close and plan for the next unit

By now, you are deeply involved in the discussion of many concrete methods for Candidates to engage in developmentally appropriate practices. And Candidates working with infants, toddlers, and preschoolers in centers and family child care homes or bilingual programs should be sharing ideas with ease.

Continue to make note of students' reactions—to ideas and to each other—and be sure to add new strategies to facilitate a breadth and depth of learning for everyone.

Resources for further information (in addition to those listed in *Essentials*)

Aboud, F., & Skerry, S. (1986, March). The development of ethnic attitudes. *Journal of Cross-Cultural Psychology,* 15.

Beyond stereotypes: A guide to resources for Black girls and young women, Washington, DC: National Black Child Development Institute, 1986.

Cannella, G.S. (1986, March/April). Research: Praise and concrete rewards: Concerns for childhood education. *Childhood Education,* 62(4), 297-301.

Carlsson-Paige, N., & Levin, D.E. (1987). *The war play dilemma: Balancing needs and values in the early childhood classroom.* New York: Teachers College Press.

Childcare shapes the future: Antiracist strategies and antisexist strategies. New York: Council on Interracial Books for Children, 1983.

Clay, J. (1990, March). Working with lesbian and gay parents and their children. *Young Children,* 45(3), 31-35.

Clemens, S.G. (1988, January). "A Dr. Martin Luther King, Jr., curriculum: Playing the dream." *Young Children,* 43(2), 6-11, 59-63.

Derman-Sparks, L., & the A.B.C. Task Force. (1989). *Anti-bias curriculum.* Washington, DC: National Association for the Education of Young Children.

Derman-Sparks, L., Gutirriez, M., & Phillips, C.B. (1989). *Teaching young children to resist bias: What parents can do.* Washington, DC: National Association for the Education of Young Children.

Edwards, C.P. (1986). *Promoting social and moral development in young children: Creative approaches for the classroom.* New York: Teachers College Press.

Froschl, M., & Sprung, B. (1983). *Providing an anti-handicappist early childhood environment.* Council on Interracial Books for Children Bulletin, 14(7 & 8), 21-23.

Gartrell, D. (1987, January). Viewpoint. Assertive discipline: Unhealthy for children and other living things." *Young Children,* 42(2), 10-11.

Gilstrap, R. (1981). *Toward self-discipline.* Wheaton, MD: Association for Childhood Education International.

Gold, B., and Trumbo, N. (Co-producers). *Krista* [Videotape-23 min.]. Child & Family Services, 626 North Coronado, Los Angeles, CA 90026. (213) 413-0777.

Goodman, M.E. (1964). *Race awareness in young children*. New York: Collier.

Gottfried, A.E. (1983, November). Research in review: Intrinsic motivation in young children. *Young Children*, 39(1), 64-73.

Guidelines for selecting bias-free textbooks and storybooks. New York: Council on Interracial Books for Children, 1980.

Haswell, K., Hock, E., & Wenar, C. (1982, March). "Techniques for dealing with oppositional behavior in preschool children. *Young Children*, 37(3), 12-18.

Hymes, J. (1985). *Discipline* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Katz, J.H. (1978). *White awareness: Handbook for anti-racism training*. Norman: University of Oklahoma Press.

Kendall, F. (1988) Celebrating our differences. *Pre K Today* 3(3), 35-40.

Kendall, F.E. (1983). *Diversity in the classroom: A multicultural approach to the education of young children*. New York: Teachers College Press.

Kostelnik, M.J., Whiren, A.P., & Stein, L.C. (1986, May). Living with He-Man: Managing superhero fantasy play. *Young Children*, 41(4), 3-9.

Likona, T. (1983). *Raising good children: Helping your child through the stages of moral development.* New York: Bantam.

Lally, R. *Culturally sensitive caregiving* [Videotape-in press.]. California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271.

Lally, R. *First moves* [Videotape-27 min.]. California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271.

Miller, K. (1984). *More things to do with toddlers and twos.* Chelsea, MA: Telshare Publiching, Inc.

Phillips, C. B. (1985). *Culture and education of young children* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Phillips, C.B. (1988, January). Nurturing diversity for today's children and tomorrow's leaders. *Young Children*, 43(2), 42-47.

Ramsey, P.G. (1979, September). Beyond "Ten Little Indians" and turkeys: Alternative approaches to Thanksgiving. *Young Children* 34(6), 28-32, 49-52.

Ramsey, P.G. (1982, January). Multicultural education in early childhood. *Young Children* 37(2), 13-24.

Ramsey, P.G. (1986). *Teaching and learning in a diverse world: Multicultural education for young children.* New York: Teachers College Press.

Riley, S.S. (1984). *How to generate values in young children: Integrity, honesty, individuality, self-confidence, and wisdom.* Washington, DC: National Association for the Education of Young Children.

Sapon-Shevin, M. (1983, January). Teaching children about differences: Resources for teaching. *Young Children*, 38(2), 24-32.

Saracho, O.N., & Spodek, B. (Eds). (1983). *Understanding the multicultural experience in early childhood education.* Washington, DC: National Association for the Education of Young Children.

Shigaki, I.S. (1983, May). Child care practices in Japan and the United States: How do they reflect cultural values in young children? *Young Children*, 38(4), 13-32.

Spivack, G., & Shure, M.B. (1974). *Social adjustment of young children: A cognitive approach to solving real-life problems.* San Francisco: Jossey-Bass.

Resource groups

Council on Interracial Books for Children
1841 Broadway, #500
New York, NY 10023
(212) 757-5339

National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

Educational Equity Concepts
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

Global Village
Specializing in antibias products
2210 Wilshire Blvd., Box 262
Santa Monica, CA 90403
(213) 459-5188

National Black Child Development Institute (new address as of 9/91)
1023 15th Street, N.W., Suite 600
Washington, D.C. 20005
(202) 387-1281

Unit 5
Steps to advance children's physical and intellectual competence

There are so many important ideas about teaching young children in this unit of the CDA Professional Preparation Program. Candidates' work with their Field Advisors will have given them a firm experiential basis upon which to make decisions about appropriate teaching practices that foster children's physical and intellectual competence. Yet, with some Candidates, misconceptions may still need to be countered, habits may need to be altered, and so-called traditional ideas may need to be set aside in favor of more developmentally appropriate practices.

As Seminar Instructor, you will want to help Candidates reinforce each others' knowledge about more effective and appropriate teaching practices, and continue to help them build support for what they are learning by encouraging them to involve their supervisors and/or parents of children in their programs in the process of change and improvement.

But because there is such a wide range in Candidates' backgrounds, you must constantly be alert to clues about individual teaching strengths and weaknesses, and variations among settings. Individualize your work with each one accordingly.

Take every advantage to help Candidates see how much children learn through **play**. Have them describe the activities children do and then help them see that each one is a learning situation. Talk about how every activity and experience promotes development in more than one area at once. Stress the ideas of the value of play and the overlap of learning over and over. . .

There is a wide variety of curriculum approaches for teaching young children as you are no doubt aware. Some are available in kits and others in manuals. Some are based primarily on theory, a few on research, and others have simply emerged from practical experiences of master teachers. Candidates have been exposed to a number of these in the programs where they work, and will need opportunities during Seminar to sort through just what these diverse approaches to curriculum really mean.

In Unit 5 of *Essentials*, we draw from what seems to be the best of a wide array of approaches. (The major references are those listed in the resources at the end of the unit.) These writers have made substantial contributions to the development of professional practice in early childhood education. Yet, our recommendations for teaching build mainly upon what we know about how children think and learn. We stress the notion that ideas for curriculum consider how schedules are arranged and how environments are prepared to support children's thinking and learning. We have thus blended a diverse array of appropriate ideas into an approach to teaching that perhaps can best be described as **curriculum is what happens.**

Goals

By the end of Unit 5, which covers the CDA Functional Areas of Physical, Cognitive, Communication, and Creative, Candidates will be knowledgeable and skilled in ways to advance children's physical and intellectual competence:

1. They will provide a variety of equipment, activities, and opportunities to promote the physical development of children through play.

They will know the basic milestones of gross motor and fine motor development for children from birth through age 5. They will recognize appropriate and inappropriate large-muscle and small-muscle activities for different age groups.

Candidates will understand that fine small motor tasks, like those requiring preschoolers to "color" predrawn forms or reproduce letters within prescribed lines, are inappropriate and will not impose them on children. They will be prepared to plan opportunities for children to develop their senses: notice colors, smell odors, distinguish sounds, feel and touch a variety of objects, and taste different foods.

2. They will offer appropriate activities and opportunities to encourage curiosity, exploration, and problem solving through play, the most important medium for the development of children's physical and intellectual competence.

Candidates will understand "play" as the most important medium for the development of children's physical and intellectual competence. They will learn to plan play activities that take into account children's levels of development and their diversity of learning styles.

Candidates will understand the basic ideas about cognitive development: that children think differently from adults, that children are active learners, and that children often are egocentric.

Candidates will be convinced that children learn through active play and exploration. They will understand how the adult facilitates, expands, and challenges children's active learning (rather than believe that adults should talk to children as passive listeners).

Candidates will use the environment and everyday, real, hands-on play activities to encourage children's cognitive development—both indoors and outdoors. Through these activities the concept of how to make the most of the teachable moment will become clear.

Candidates will see how children learn when they talk about their own experiences and observations. They will encourage children to ask questions and find ways to respond appropriately to those questions. They will learn to ask open-ended questions that help children wonder, predict, and explain their ideas.

Candidates will be able to recognize appropriate and inappropriate practices to facilitate cognitive development. For example, they will see why structured, teacher-directed worksheets, workbooks, and flashcards are not appropriate. Instead, they will continue to build a repertoire of appropriate play activities and materials designed to promote the learning of young children from birth through age 5.

3. They will actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means to communicate their thoughts and feelings.

Candidates will understand that communicative competence is the basis for all intellectual development. Therefore, they will develop realistic expectations for each child's understanding and use of speech based on knowledge of language development and individual children at different ages.

Candidates will use everyday conversation to enrich and expand children's vocabularies. They will talk often **with** individual children and listen attentively to children. By doing so, they will see how they help children learn, understand, and use words to express thoughts, questions, feelings, and needs.

Candidates will be able to set up a language-rich environment. They will record stories that children dictate, write information on children's drawings when requested, label objects, and in many everyday, useful ways show the relationship between spoken and printed words. Candidates will incorporate the home language of children into their everyday environment and will develop skills working with children learning English as a second language.

Candidates will develop a repertoire of appropriate songs, stories, finger plays, and games, including those from various cultures, to promote children's overall communicative competence. And they will extend their skills for reading to children and be able to use a flannel board, finger plays, songs, puppets, and other techniques that interest and involve children.

4. They will plan activities to stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways so they can express their own creative abilities.

Candidates will understand why the **process** of creating is more important than the product. They will see why it is not appropriate to expect uniformity in children's creations by providing models for children to reproduce or by "helping" children by doing most of the project for them.

Candidates will know the appropriate and inappropriate activities for creative expression for different age groups. They will provide appropriate, unstructured, creative materials for each group. They will appreciate the value of and offer messy play activities for children such as water, sand, and finger painting.

Candidates will support children's aesthetic development through activities involving music, art, literature, dance, role playing, celebrations, and activities drawn from children's cultures.

Goals and Objectives for Unit 5

Goal:
The Candidate is knowledgeable and skilled in ways of advancing physical and intellectual competence of children.

Objectives:
1. Candidates will provide a variety of equipment, activities, and opportunities to promote the physical development of children.

2. Candidates will provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

3. Candidates will actively communicate with children and provide opportunities and support for children to understand, acquire, and use spoken and written language to communicate thoughts and feelings.

4. Candidates will provide opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways to express their creative abilities.

Your role as Seminar Instructor

Once again, your role will be to encourage discussion and interaction between Candidates, so they can learn from each other as well as from the materials they have been studying. Each Candidate ultimately determines what children do all day in her or his program. Decisions must be made not only about scheduled activities, but about how to capitalize upon the teachable moments during free play, snacks or meals, outdoors, at naptime, or upon arrival and departure. During their studies in this unit, Candidates are expected to become more creative and flexible as they make daily plans and adapt those plans.

They will continue to work at being better observers of children. They will improve their ability to ask open-ended questions. And they will become more capable of applying what they are learning throughout their CDA Professional Preparation Program.

You will undoubtedly encounter some conflicting ideas, and will need to rely on your expertise in resolving issues about appropriate practice with young children.

Here are some ideas about how you can facilitate this exciting growth process toward professionalism. Catch those teachable moments during the Seminar and make the most of them!

No teacher will meet the needs of all her students and she shouldn't wallow in guilt over it. But every student deserves a chance, somewhere, some time, to thrive as a learner.

-Elizabeth Jones

Follow-up on assignments initiated during fieldwork

During the Seminar sessions for Unit 5, Candidates will follow up on 4 assignments:

- teach each other their favorite songs
- debate the pros and cons of the use of food in art activities
- observe children's thinking with methods used by Piaget
- discuss global issues and ways to help children become more responsible citizens

These assignments are designed to broaden the resources available to Candidates to foster physical and intellectual development, to enlarge their teaching repertoires, and to gain a greater sense of the overlap between all areas of learning. You can tailor the discussions and activities to bring out the best ideas in the group with whom you are working.

Seminar assignment 15:

Build up your own memorized collection of songs by going to workshops or checking out books and records from the children's section of your library. When you join your CDA Seminar you can exchange favorite songs with the other participants. (page 314)

Candidates have already taught themselves at least 2 new songs and added 2 songs from other cultures to their Professional Resource Files. Now they can add to their collections by teaching each other some of their favorites.

Candidates should feel fairly comfortable with each other by now, but you will know best whether the group will work more effectively in pairs, small groups, or with the whole class.

After teaching each other, the group might discuss questions such as these:

- Which teaching methods worked best with adults? What teaching strategies are most effective with young children?
- What types of songs seem to be most popular with infants, toddlers, or preschoolers? Why do you think that is?
- How can you find even more culturally authentic songs to share with children?

Seminar assignment 16:

Many teachers also use food as art materials for projects, such as stringing large macaroni, printing with potatoes, or finger painting with pudding. Other teachers object, since many children in this country and in the world do not have enough to eat. They do not feel comfortable destroying food when it could be used instead to nourish people! This is one of the many ethical decisions you will face as an early childhood educator.

How do you feel about using food as an art material? Just wait—you're in for a lively discussion in your CDA Seminar. (page 320)

This is an issue of great concern in many early childhood programs because the children served often do not have nutritious diets at home and may come to school hungry. More universally, we know hunger is an urgent problem in many areas. Armed with this knowledge, can we ethically destroy food products by using them as art materials?

- Debate whether food should be used as an art material. Can the Candidates reach an agreement about this issue?

- Are some foods more appropriately used than others (flour for dough clay, for example, as opposed to rice or beans for pouring)?

- Should this topic be discussed with parents? How would Candidates structure a parent meeting to talk about it?

Seminar assignment 17:

In the section that discusses how to help children become more responsible citizens the following appears:

What global issues in society do you care most about? Think about these and be ready to discuss your ideas with the other CDA Candidates in your Seminar. (page 331)

Young children can be involved in issues such as world peace, conservation of natural resources, and other topics, as long as they are approached in appropriate ways. Help Candidates explore their own values and commitments to action and change.

Perhaps have the group generate a list of all the issues that seem important to them. Using the list, Candidates can discuss ideas such as these:

- Ask Candidates to share their list of ideas about how to help children grow up to be more responsible citizens. Do these suggestions spark other ideas?

- How can these be naturally and appropriately incorporated into the children's daily experiences?

- In what ways could parents become involved in these issues? How would you approach parents?

> *I structure my classes so that I am providing for learning in a variety of modes. Students have opportunities to listen to short lectures, read, role play, watch a film, and engage in small and large-group discussions. Some of them will learn the most from me, from my words, written or spoken, or from their observations of who I am. Some will learn the most from the author of a book they choose to read; some, from another member of the group, perhaps through the formation of a lasting friendship, or perhaps only through the impact of a story told by the other. Some may benefit most from experiencing the process as a whole, and themselves as active learners, or from having the responsibility of providing a learning experience for a small group of peers.*
>
> ***-Elizabeth Jones***

Additional topics to discuss

Tailor your choice of these or other activities to the needs of the group, just as you have done in previous units. There is a wealth of potential material to explore.

- Ask Candidates to share their favorite food and nutrition learning activities. In addition, try out some food preparation/cooking experiences. Ask small groups to work together to select a teacher while the others in the group pretend to be children (they can select what age). Go through the steps needed to plan and carry out the experience. If possible, do the actual food preparation during the Seminar session.

  What small muscle skills do children acquire in this type of activity? What else did the teacher and children learn?

- With Candidates who are working on their Bilingual Specialization, discuss the strategies they use for developing the home language and learning a second language. Discuss "comprehensible input" or the practice of speaking at a level just above the child's ability with the language. What problems or challenges have they encountered?

- Assign several articles from the resource list. Divide into discussion groups to talk about how to apply the ideas set forth in the reading. Ask each group to select one person to summarize the article and the small group's reaction to it for the entire Seminar.

- Distribute 4-5 blank index cards or strips of paper to each Candidate. Ask them to write some interesting, creative activities for children on each card, using at least two cards for inappropriate (but often popular) activities for children. Have one person collect the cards, mix them up, and pass them out to groups. Each group will select an age range for children and then sort the activities into two piles--appropriate and inappropriate. Discuss their decisions.

- Design some activities to observe children's thinking with methods based on Piaget's work.

  Assign Piagetian experiments for students to complete outside of class with young children, and in class with each other. Perhaps some could work on classification, some on conservation of liquids, some on reversibility, others on decentering. Questions are likely to arise about whether children's thinking can be advanced by pressing children to try more difficult tasks. How can Candidates apply what they know to find answers to this?

  Show Constance Kamii's video, *How Young Children Learn To Think*, or present similar information on the topic (either yourself or a guest speaker). Be sure to pont out what young children **can** do as well as identifying the thinking processes that will develop more fully during the early elementary years and beyond (sorting items now with just two criteria, later sorting with three or more, for example).

Collect and share lots of anecdotes that clearly show that children think in different ways than adults do. Ask Candidates to share their observations of children.

Discuss how Piaget's theory can be applied in selecting activities and materials for young children. Ask Candidates to cite examples from their recent observations of children.

- Have Candidates exchange their favorite curriculum themes and activities for infants, toddlers and preschoolers with a partner. Allow a few minutes for Candidates to study their partner's ideas, then have them discuss the strengths and weaknesses of their plans. Who would like to share their ideas with the entire group? Why are these good ideas? How can observations of children be used to help determine themes?

- Ask Candidates to try the following and write how they felt. Read aloud what Candidates wrote:
  climb an obstacle course
  work with wood
  dig in sand
  play with water
  build with blocks
  dance to music
  use art materials

  Talk about what children can learn from these same activities.

- Bring in some "canned" curriculum packages, kits, books, newsletters, ditto masters, or whatever. Ask small groups to evaluate the materials and determine whether they are appropriate for children of a specific age (or at all).

- Demonstrate some techniques for promoting physical and cognitive development of children with hearing and visual disabilities. Locate some special education materials or show students how to make or modify appropriate materials.

- Show the Jean Berlfein video, *A Classroom With Blocks*. Use some of the suggestions in the guide that accompanies the material. Encourage questions about the diagram in *Essentials* from *The Block Book* (Hirsch, 1984).

- Present Candidates with several learning episodes similar to the examples incorporated throughout *Essentials*. These could be written in advance, pulled from Candidates' daily diaries, or even watched as excerpts from videos such as *Developmentally Appropriate Practice: Birth through Age 5* (NAEYC, 1987).

Ask the group to make a list of all the possible things children could be learning in each experience. Candidates could work individually and then compare lists in small groups.

- Ask Candidates to share some of their best and worst experiences with teachers when they were young. What can others learn from these experiences?
- Ask Candidates to come up with a list of good reasons **not** to play outdoors. The list should be very short!
- Discuss adaptations of the outdoor environment for children with physical handicaps.
- If someone in the group is a skilled dancer, musician, or movement specialist, for example, ask them to demonstrate how they work with children (other participants could role play being the children). Or ask a talented local teacher to come in for a similar brief demonstration. Be sure to have Candidates dress appropriately for the event.
- Compare the long-term investment value of relatively expensive items that programs typically have:

  plastic riding vehicles vs. metal or wooden ones
  cardboard or plastic blocks vs. hardwood blocks
  plastic obstacle courses vs. homemade versions
  plastic balls or balloons vs. rubber balls

  Ask Candidates to share their good and frustrating experiences with various pieces of equipment.
- Ask each Candidate to share an idea for a homemade toy. Bring it in, tell what kinds of learning it promotes for what age, and show each other how to make it.
- Have Candidates bring in a bag full of beautiful junk. Put it all out on a table and ask each person to design an appropriate toy for a specific age child. Use the rest for creative art projects.
- Watch Bettye Caldwell's video, *Caring for Infants and Toddlers.* What ideas does this give your programs?
- Play a common game such as "Musical Chairs" in the traditional way. How does being left out make adults feel? Now try it with a matching number of chairs and people. What can children learn from this version?

- Present Candidates with dilemmas to solve. Here are some examples:

  A parent wants to bring in candy and Kool-Aid for birthday treats. What do you do?

  Your teaching assistant, who has taken a new job elsewhere, plans to buy coloring books to give to the children on the last day at work. What do you do?

  One child receives a computer game as a gift. The parents want to bring it in to share with the group. What do you do?

  Children arrive on Monday to find their outdoor play area littered with papers. What do you do?

- Have Candidates find a partner. One person acts as teacher, the other as a child involved in some activity (you can provide ideas or Candidates can choose). Role play what happens.

  How did the child feel about what the teacher did? How did the teacher feel about the child's response?

- Discuss teaching techniques for children with speech and language impairments. Invite a specialist to talk to the group.

- Ask one or more Candidates to read a book or tell a flannel board story for the group (or demonstrate some good techniques yourself). What ideas did the Candidates pick up?

- Divide Candidates into 3 interest groups based on children's ages: infants, toddlers, and preschoolers. Have each group write down some ideas about problems children of that age can solve. What materials are needed? How can teachers promote learning?

- Ask Candidates to list the items they would include in a Discovery Area for topics such as these: winter, things that fly, mud, where we live, and texture.

- Have Candidates list questions children have asked them. How did they respond then? How would they respond now? Discuss their answers in terms of what they know about how children think. What other responses might be equally valid?

- Discuss using open-ended versus closed-ended questions with children.

- Provide the Candidate with a list of possible daily activities such as these:

  recite the Pledge of Allegiance,
  paint with tempera at an easel,
  write with pencils,

talk about zoo animals by using flash cards to match pictures and names,
watch an electrician install a new outlet,
pour water,
write a grocery list for the next day's lunch,
paint with watercolors,
color in coloring books,
play video games,
act out a favorite story,
climb steps.

Ask the Candidate to select those activities that are appropriate for a specified age group, and explain the choices.

- Have Candidates discuss this question: How can you help children grow up to be more responsible citizens?

- Ask people to write down and bring in samples of their favorite poems, finger plays, or games.

- Distribute these questions for Candidates to respond to in writing by the next session:

  How would you respond if a 5-year-old child asked you these questions?
  How did Betty's baby get inside her tummy?
  Where does the sun go at night?

  How would you respond if a 4-year-old child asked you these questions?
  Am I adopted? Why?
  Where does money come from?

  How would you respond if a 3-year-old child asked you these questions?
  Why don't girls have penises?
  Why don't we say grace before we eat?

  How would you respond if a 2-year-old child asked you these questions?
  Where's my mommy?
  What's that (pointing to a toy truck)

- Distribute thought-provoking articles, such as "Physics in Early Childhood Education: A Piagetian Approach" (Kamii & Katz, 1979) or "Formal Education and Early Childhood Education: An Essential Difference" (Elkind, 1986). Ask Candidates to share their reactions with the others in the Seminar.

- Read or pass out the following statement for discussion. What are Candidates' views on the issue? What experiences do they have to support or refute the claims?

  All children can benefit from learning a second language. Children who become bilingual have more flexibility with cognitive skills. It helps *their abstract thought development later on. They understand that any item can have different words representing it in different languages. Learning a second language helps children to better understand their first language. Children should not lose their home language in order to learn English. They actually learn English better and more thoroughly when their first language is developed.*

Close and plan for the next unit

Although not much time may remain for you and the Candidates to work together, you still want their reactions to and comments about the sessions. Reserve five minutes for Candidates to write their evaluation.

Do you see any evidence of growing self-confidence? Or of resistance to new ideas? Or concern about the Early Childhood Studies Review? How can you continue to support Candidates as they become increasingly confident of themselves as early childhood professionals?

Resources for further information (in addition to those listed in *Essentials*)

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Unit 6

Keys to establish productive relationships with families

Partnerships with parents are crucial for the success of any good early childhood program. Children thrive when parents and providers collaborate in the process of caring for young children. It is so important for Candidates to understand that although some programs may be directed specifically toward the *education of parents*, most of their work with parents will be to facilitate a more equitable exchange of information and ideas between families and the program staff. They must work ***with*** parents to improve the quality of the program as well as to assist parents in their childrearing responsibilities.

Goals

Every Candidate has probably had both frustrating and successful experiences with parents. Your task will be to help Candidates learn from their previous encounters and refine new skills so they can work even more closely with each child's family. You will help Candidates broaden their ideas of how to involve families in all aspects of the program.

The roles of parents are changing as family structures and schedules have changed, creating new challenges to early childhood professionals for meeting the needs of today's parents. You will want to expose students to the innovations in your community and nationally for making families an integral part of programs for young children. You may wish to start with your local Head Start program and branch out from there to expand your thinking beyond the traditional parent education model.

Read about new ideas in the professional literature. Some misconceptions about roles of parents and teachers may need to be replaced with a new vision of collaboration. No longer are many parents content to receive a note now and then and attend a conference twice a year. Parents have a great deal to offer from occupational skills, to fundraising, to super teaching ideas. They may know of a marvelous place for a field trip or can help with arrangements for staff training. The energy and expertise of the adults who care about children is multiplied many times over when parents are truly involved.

Young children are connected to their families, and the younger the child the more regular and intense the communication must be to ensure continuity of care. Children also are more likely to develop to their fullest potential if their environments are filled with people who respect their home language and family background.

Thus, once again, all the material in the earlier units is unified, this time in the way that Candidates view their partnership relationship with parents.

Parents and teachers working together can make a big difference in the lives of young children. Build enthusiasm and commitment to a strong relationship.

The thrust of this unit, which covers the CDA Functional Area Families, then, is to help Candidates see the variety of ways in which they can enlist parents as partners in the educational process. Candidates will become more knowledgeable and skilled as they establish positive and productive relationships with the people who are most important in children's lives:

1. They will establish and maintain an open, friendly, and cooperative relationship with each child's family.

Candidates will develop communication skills to use with parents. They will help families feel welcome and encourage parents to talk about important family events and their children's special interests and behavior at home. They will develop strategies such as conferencing, home visits, and parent meetings to reliably and consistently share information with families about the child's experiences in the program.

2. They will support each child's relationship with her or his family.

Candidates will recognize and value differences between families and groups. Candidates will show respect and tolerance for individual families' cultural backgrounds, religious beliefs, and childrearing practices.

They will develop a clear understanding of the differences between the role of teacher and the role of parent. They will be sensitive to parents' role as primary caregivers of their children. They will see how important it is for teachers to develop an attachment to children that does not compete with the children's relationship with their parents.

3. They will encourage family involvement in the program.

Candidates will use a variety of ways to include parents in program planning, activities, and discussions about common interests. They will see themselves as collaborators with parents to foster children's development. Candidates will start or add to their resources for families: books, brochures, tapes, referral lists, networking resources.

Goals and Objectives for Unit 6

Goal:
The Candidate is knowledgeable and skilled in establishing positive and productive relationships with families.

Objectives:

1. Candidates will establish and maintain open, friendly, and cooperative relationships with each child's family.

2. Candidates will support each child's relationship with her or his family.

3. Candidates will encourage family involvement in the program.

> *I am continually fascinated by the differences among students in their experiences, their learning styles, and their reactions to my classes. I don't think I have any business evaluating these differences. And yet I do it, all the time, as my egocentrism and ethnocentrism creep in. I tend to value most those students who are most like me, who use oral and written language as I do, who love to read, who share my social and political and theoretical biases. But if I act on these reactions by setting my preferences as the standard of excellence and using my position of teacher-power to decide who's a good student and who is not, then I am guilty of oppression of those students I define as nonthrivers.*
>
> *-Elizabeth Jones*

Your role as Seminar Instructor

Candidates can gain a lot of ideas from each other's experiences and ideas in the Seminar. Your leadership is vital in helping Candidates synthesize all they have learned so far.

They will also benefit from role-playing situations so they feel more confident about handling conferences or problems when they arise. Dealing with typical dilemmas that teachers and parents encounter will help them understand just how critical it is to be skilled in communicating with adults as well as children.

Follow-up on assignments initiated during fieldwork

During this unit, you will follow up on two topics:

- share ideas about ways to involve parents
- refine skills in conducting parent conferences

Candidates should be well prepared to benefit from the assignments in Unit 6. You can structure the assignments in ways that will best fill the gaps in Candidates' learning and thus help ensure their success in the remainder of the tasks required to become a CDA and in their future work as teachers of young children.

Seminar assignment 18:

You and the parents of the children in your care are truly partners in your efforts to raise happy, healthy, well-adjusted children. When you work together to share ideas and work through problems, you, the parents, and the children will all benefit.

How do you enlist parent participation in your program?

Looking as the list of things parents can do in the program, what could you do to involve parents more fully?

You will exchange ideas about parent involvement in your CDA Seminar. (pages 357 - 358)

Each group of parents in each program is different, and Candidates will gain a great deal by hearing about the ideas used by others.

- Ask Candidates to make a list of all the ways they have found to effectively involve parents in their programs. Have them bring samples of any items such as newsletters, photos of parents in action, children's folders prepared for conferences, or games parents have made.

  Discuss the parents' reactions to each idea. What can Candidates do to improve their relationships with families through these ideas?

- Share ideas for parent meetings. What are some big topics in your community? Who are some good speakers? What are some good community resources?

- Compare strategies for parent involvement from family child care providers and center-based programs. Are there similarities and differences?

Seminar assignment 19:

Developing skills in conducting parent conferences takes lots of experience. Start by observing during one. Ask permission to do so. Your CDA Advisor will help arrange it if you need assistance. When you observe, listen and watch. Fill in this information:

What did the teacher do to help the parent relax? What positive examples of the child's behavior were reported? What questions did the teacher ask the parent? What information did the parent share? What examples of children's work were shared? What plans were agreed upon for the future?

You will discuss this experience during your CDA Seminar. (pages 362 - 363)

Not all Candidates may have had an opportunity to conduct a conference. Even for those who did, they will find themselves becoming more comfortable with conferences when they practice.

- Role play parent conferencing. Break into pairs or trios. Provide each group with a scenario or ask groups to develop their own. Encourage them to develop hypothetical situations based on a current dilemma they face with a family.

  Bring the group back together to discuss the experience.

- Role play holding a parent conference during a home visit. Again, offer scenarios where some problem needs to be resolved. Talk about strategies to conduct a home visit with a family who speaks a language other than English.

Additional topics to discuss

Establishing positive and productive relationships with parents lends itself to many potential discussion topics and ideas. Encourage Candidates to share any lingering concerns and ask any remaining questions they might want to explore.

- Ask Candidates to role play how to handle a prospective parent interview, a child's first day, or a typical arrival/departure encounter. Focus the discussion of what can be learned from their experiences.
- Ask Candidates to bring to class the material from their Professional Resource File covering their program's policies regarding parent responsibilities. Why do they differ between programs? Which items should be added to the Candidate's own program? Why?

- Discuss the dynamics of conducting a parent meeting in 2 languages. What are some alternative ways of doing this and what are the implications of each?

- Discuss what it means to "empower" parents.

- Have Candidates bring in samples of the forms they use to share information with parents–health, daily records, accidents, for example. What works well? What needs to be improved?

- Engage in a problem-solving process to resolve dilemmas with parents involving junk food, a parent's last-minute overtime, and spanking, such as those in *Essentials* on page 354.

  How else might the dilemma have been handled effectively?

  What other thorny situations have Candidates faced?

  Rather than seeing each problem as a separate dilemma requiring a different solution, lead the group to see how they can use their communication skills, especially listening, and their commitment to ethical practice, to help resolve dilemmas.

- Present several ethical dilemmas involving parents, or have Candidates describe examples of ones they've faced. Ask Candidates to write a paragraph describing how they would resolve one of these situations. Then have Candidates break into small groups to discuss them.

  What other ways could the situation have been handled? Did the resolution violate any professional ethics?

- Ask Candidates to share what they do to support families' strengths. What problems have they encountered? How were they resolved?

- Ask a speaker from at least one cultural/ethnic group within the community to talk about that group's values and childrearing practices. How can teachers respond appropriately to children at different age levels?

- Debate the question: Can a teacher can be effective with parents if the teacher is not a parent herself or himself?

- Debate the issue: Can a teacher be effective in communicating with parents who are from a different culture from the teacher?

- Distribute copies of the article by Richard M. Gargiulo and Stephen B. Graves, "Parental Feelings: The Forgotten Component When Working with Parents of Handicapped Preschool Children." (1991) Discuss Candidates' experiences working with parents of children with disabilities.

- Have 3 sets of Candidates prepare to role play how they would conduct a parent conference. Have one pair talk about an infant who is thriving, another about a toddler who is having behavior problems, and a third about a child in a single parent family who will soon begin kindergarten.

- Ask Candidates to write about one dilemma they faced recently with a parent and describe how they handled the situation.

- Have Candidates break into small groups and discuss their experiences with the feedback they received from the Parent Opinion Questionnaire. (Appears in *Essentials* on pages 371-376.) What did they learn about their own style of working with parents?

Close and plan for the next unit

Working closely with parents has been a hallmark of early childhood programs, and students should be left with a lasting impression of how critical these close collaborations are to the success of their work.

As you move together to the culmination of the Seminar experience, continue to acknowledge the overarching ties between the child's home and child care program.

Resources for further information (in addition to those listed in *Essentials*)

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Unit 7

Putting it all together as an early childhood professional

Running an effective program requires a systematic approach. A systematic approach means that Candidates can determine the needs of their operation, families and children; can make plans based on those needs; and can keep accurate records of needs, plans and practices. Such a systematic approach should be applied to keeping records of attendance, fees, health status, and home visits. It should include specific plans for meeting the needs of children and their families and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussion.

Goals

In working through this final unit of study, your responsibility is to ensure that Candidates can put together all that has been learned about the profession. On the one hand, Candidates should be confident in their knowledge and practical skills for meeting the needs of children and families in group care programs; and on the other, they should see the CDA Professional Preparation Program as just one step in the continuous process of professional development. There is always more to learn about how young children grow and learn.

Because CDAs will work in many different positions, the level of responsibility to effectively manage a well-run program will vary. Family child care providers who operate independently will most likely have total responsibility, whereas center-based personnel will likely share responsibility with other staff. Regardless of these variations, Candidates are expected to be able to organize, to plan, to keep records, and to communicate with colleagues and co-workers in ways that enhance program operation and thus the positive experiences of the children and families involved.

This unit therefore, which covers the CDA Functional Area of Program Management should help Candidates ensure a well-run, purposeful program responsive to participant needs:

1. They will use all available resources to manage and ensure an effective program operation.

Candidates will consider the program's goals and objectives for each child and for the group as a whole to develop realistic plans responsive to the needs of all. They will implement plans each day that are developmentally and culturally appropriate, and make or obtain the necessary materials and equipment. They will coordinate program plans with parents, specialists and other program personnel, and know the social service, health and education resources of the community.

2. They will organize, plan, and keep records based on the needs of the families and children.

Candidates will work with parents to identify the strengths and needs of each child and use this information in planning and carrying out the daily program. They will maintain up-to-date records concerning the growth, health, behavior , and progress of each child and the group, and share such information with parents and other appropriate adults.

3. They will be effective communicators and cooperative co-workers.

Candidates will have a clear understanding of their responsibilities with a child care/education program and know how to discuss issues that effect the program with appropriate staff and follow up on their resolution. Wherever required, they will work as a member of a team with others in the program, including substitutes, parents and volunteers. They will support other staff by offering assistance and supervision where needed.

Goals and Objectives for Unit 7

Goal:

The Candidate is knowledgeable and skilled in ensuring a well-run and purposeful program responsive to participant needs.

Objectives:

1. Candidates will use all available resources to manage and ensure an effective program operation.

2. Candidates will organize, plan, and keep records based on the needs of the families and children.

3. Candidates will be effective communicators and cooperative co-workers.

Your role as Seminar Instructor

Unlike previous topics, this unit of study is being introduced to students first during Seminar. It was not covered during Phase 1 of their field work, but will be covered during Phase 3 with the support of the Field Advisor. As such, there are no specific Seminar assignments that require follow-up.

Further, unlike previous units topics, many of the subtopics have already been discussed - such as planning developmentally appropriate activities, keeping accurate observational recordings, involving parents, and making referrals to outside agencies. Rather than introducing these topics anew, this is an opportunity to review, summarize and tie together an overall approach to program management. The central concern here is to build a strong sense of responsibility for efficiently organizing the many aspects of the caregiving function.

Suggestions for discussion topics

Using specialized resources

- Bring in copies of professional newsletters and journals geared toward special segments of the profession and discuss their intended audiences and value for those audiences. Include some general ones like"Pre-K Today" or "Young Children," as well as those geared to particular specialized interests within the child care community, like "Argus" or "Resources for Child Care" for family child care providers, or "Zero to Three" from NCCIP for infant/toddler caregivers.

Keeping Current

- Using James Hymes' *Twenty Years in Review: A Look at 1971-1990,* discuss events that have had and continue to have an impact on programs for children and families. Have each student or small group read one chapter, and compare these yearly events and their importance to the field. You might also chronologically trace the evolution of one issue, trend or program - such as Head Start or the CDA program.

  Discuss ways caregivers can keep current about policy decisions, position statements, new laws and regulations affecting early childhood programs. Also discuss ways they can keep current on cutting edge issues and new trends in the field.

Record Keeping

- Review and compare records management responsibilities among program types. If you have not done so previously, provide in-depth discussion of record keeping responsibilities of family day care providers who work independently and must keep financial records for tax purposes. Further, introduce forms and strategies to prepare a budget, maintain a checking account, obtain licensing/registration, and insurance coverage. (An excellent resource is found in Kathy Modigliani's book, *Opening Your Door to Children: How to Start a Family Day Care Program* (see part 3: Family Day Care is a small business.)

- Engage students in a practical exercise: Suppose your program wants to participate in the Child Care Food Program or serve children whose care is subsidized or paid for by another agency. What strategies must be developed in order to efficiently manage the information needed to facilitate these arrangements?

Caregiver mental health

- Recognizing that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness, discuss ways that caregivers can meet their own needs and maintain energy and enthusiasm.

Co-worker relations

- Discuss strategies for working cooperatively with other staff members. What difficult experiences have students encountered? What strategies can be used to overcome communication problems with co-workers?

Overall management

- Using the NAEYC videotape, *Role of the Teacher*, lead a discussion about the teacher's role in facilitating learning. Specific questions to think about appear in the Video Viewer's Guide. Discuss specific implications of these principles as they apply to caregivers of infants and toddlers, and family child care providers with children in a wide age range.

- Engage students in some practical exercises:

  You work in a program with a specific curriculum model for children (such as High Scope or the Alerta Bilingual Curriculum.) What specific responsibilities are required and how do these overlap with or differ from (or conflict with) the overall responsibilities of a CDA?

The playground at your program needs improvement. Design a "playground improvement project" that involves children, families, program staff and community. Decide what changes are needed, and develop a step-by-step plan for accomplishing the project. Identify the reasons for improving the playground (in terms of the developmental needs of the children, plan the changes, raise the funds, and solicit the volunteers and/or materials needed. Don't forget to plan the celebration once the project is completed!

- Create a "public service announcement" promoting the importance of high quality child care in the community. Perhaps students could work in small groups to do a complete design for a 30-second television spot and a radio spot as well. Who would be a good spokesperson? What image would be conveyed?

- Have students think about a "bad decision" they have made while working with children or parents. If they had it to do over, what would they do differently and why? What "bad decisions" by co-workers have they witnessed? What would they have done differently and why?

- Discuss the Parent Opinion Questionniare (pages 371-375 in *Essentials*) as it is used by the CDA program. Have students think about each item and the specific strategies they use to ensure these elements are present in their programs. Knowing their own strengths and weaknesses, from which items would they expect positive feedback? Which items might parents check NO and what can they do to strengthen their performance in these areas?

  What items would they like to see added? Why? What items do they think should be taken off the questionnaire? Why? Perhaps someone would like to organize a group letter containing their suggestions and submit it to the Council.

- Discuss the CDA Observation Instrument and its role in the CDA program. Ask students to look at the entire instrument and for each item to be rated, write down several examples of what they do *as a program manager* to ensure that children's needs are met. How do the management responsibilities differ depending upon the age of the children or the type of setting (family day care vs center.) An overview of Candidate performance items to be rated appears as Appendix C.

- Discuss the CDA Bilingual Specialization. Provide an historical perspective on how bilingual education has evolved. Perhaps invite a guest speaker from the community to present an articulate view about the rationale for bilingual education and how it benefits children and families. Have students debate whether bilingual programs should hire only bilingual staff.

Preparing for the Early Childhood Studies Review

You will receive detailed instructions from the Council office for administering the written examination for CDA Candidates. Prior to the administration date, you have the responsibility to help build their confidence and help them reduce any anxiety they may have about the Review.

It is important for Candidates to understand the role of the Review in the total context of the evaluation of their competence as a CDA. Two points should be stressed:

1. The written Review is a measure of their *general knowledge of good early childhood practice* based on the information in *Essentials* as it has been discussed during the Field Work and the Seminar. The Review is not intended to be a direct measure of their performance with children; rather it is designed to find out what they *know* about children.

2. The written Review is *one component* that will be weighed along with four other components in the decision about their Credential award. It has neither more, nor less weight than any other component of their final assessment. The score on the Review will be considered along with evidence from the Field Advisor's observation, the Parent Opinion Questionnaires, the Professional Resource File, and the CDA Representative interview in deciding whether a Candidate will be awarded a CDA Credential. A low score on the Review will not automatically mean that the Credential is denied; nor will a high score automatically mean that a Credential will be awarded.

The Early Childhood Studies Review takes approximately 2 hours to complete and contains 50 questions like the examples below. Each question has four (4) answers to choose from. The following have been marked to show the correct answer:

__a__ **What is the best age to introduce music to children?**
a. Infants
b. Toddlers
c. Young Preschoolers
d. Older Preschoolers

a **To keep children from interrupting activities in busy places, what is the most appropriate thing to do?**

- a. Use furniture to make clear pathways that go around spaces
- b. Have children choose one place to play until play time is over
- c. Teach the rule, "we walk through other children's play spaces carefully and quitely"
- d. Have children do most of their play on tables

c **Which is the most nutritious snace for preschoolers?**

- a. Cookies and milk
- b. Corn chips and 100% fruit juice
- c. Apple slices and peanut butter and milk
- d. Saltine crackers and 100% fruit juice

You might invent some other practice questions for students. Or let them make up their own sample questions to try out on each other, creating four response choices, and discussing their ideas for correct and incorrect responses.

Summing Up

Endings need celebrations if members of the group have come to care about each other.
-Elizabeth Jones

Spend some time bringing closure to the Seminar experience, helping students get a perspective on their own learning and growing experiences. Where have you all been together? Have you accomplished the goals and objectives you had for students? How do students feel about their experiences in the Seminar? What changes in their practice will they be able to make as a result of what they have learned? What new colleagues have they added to their support network? What are their lingering questions or concerns?

Provide students an opportunity to evaluate their own level of participation and learning. Perhaps ask students to make commitments toward continuing professional growth experiences. Provide information about options for articulation with other levels of early childhood teacher preparation. Congratulate them on completing the Seminar -a major accomplishment toward their goal to become a Child Development Associate!

And so the class is over.
Looking back, you'll be able to find all the gaps in this course – all the things you couldn't possibly leave out of a child development class. That's as it should be. I have already discovered some for myself, things I really must include next time. If I do of course, I'll need to leave out some other important things. It is not OK to rush through this content and cram everything in so they won't miss anything. If I do that they'll miss a lot; real learning takes time and redundance. Instead, I practice letting go, being a less than perfect teacher and acknowledging that fact. I am practicing attachment and loss, trust and autonomy, and empowering. And leaving room for my own growth as well as the students'.
-Elizabeth Jones

Resources for further information
(in addition to those listed in *Essentials*)

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Casasola, C. (1978). *Bilingual bicultural education: A manual for teacher trainers and trainees.* Editorial Justa Publication, Berkeley, CA.

Crawford, J. (1989). *Bilingual education: History, politics, theory and practice.* Crane Publishing Company, Inc., Trenton, NJ.

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Modigliani, K., Rieff, M. and Jones, W. (1987). *Opening your door to children: How to start a family day care program.* Washington, DC.: National Association for the Education of Young Children.

Siegrist, D. (1976). *Language and bilingual education*. Multilingual, Multicultural Material Development Center, California State Polytechnical University, Pomona, CA.

U.S. Commission on Civil Rights (1975). *A better chance to learn.* Bilingual-Bicultural Education Clearinghouse Publication No. 51, Washington, D.C.

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Appendix B: Correspondence between CDA Competency Goals and CDA functional areas with units in *Essentials*

CDA Competency Goals	***Essentials* units of study**
I. To establish and maintain a safe, healthy learning environment	Unit 3: Ways to set up a safe, healthy learning environment
II. To advance physical and intellectual competence	Unit 5: Steps to advance children's physical and intellectual competence
III. To support social and emotional development and provide positive guidance	Unit 4: Positive ways to support children's social and emotional development
IV. To establish positive and productive relationships with families	Unit 6: Keys to establish productive relationships with families
V. To ensure a well-run, purposeful program responsive to participant needs	Unit 7: Putting it all together as an early childhood professional
VI. To maintain a commitment to professionalism	Unit 1: An introduction to the early childhood profession Unit 2: Ways to study how children grow and learn

CDA functional areas	*Essentials* units of study
Safe	Unit 3: Ways to set up a safe, healthy environment to invite learning
Healthy	Unit 3
Learning Environment	Unit 3
Physical	Unit 5: Steps to advance children's physical and intellectual competence
Cognitive	Unit 5
Communication	Unit 5
Creative	Unit 5
Self	Unit 4: Positive ways to support children's social and emotional development
Social	Unit 4
Guidance	Unit 4
Families	Unit 6: Keys to establish productive relationships with families
Program Management	Unit 7: Putting it all together as an early childhood professional
Professionalism	Unit 1: An introduction to the early childhood profession Unit 2: Ways to study how children grow and learn

Appendix C: Overview of Candidate Performance

Items to be rated
for preschool, infant/toddler, and family day care

Functional area 1: Safe
1.1 All toys and materials provided for use by children are safe
1.2 Supervision is appropriate for developmental level of children.
1.3 Emergency procedures are well planned in advance and are well organized.

Functional area 2: Healthy
2.1 General hygiene practices are implemented consistently to cut down the spread of infectious disease.
2.2 Health maintenance habits in children are encouraged.
2.3 Diapering/toileting procedures are organized to maintain health.
2.4 Meals/snacks meet the developmental needs of children.
2.5 Pleasant and appropriate environment conducive to rest is provided daily.

Functional area 3: Learning Environment
3.1 Well-arranged space is provided, which meets the developmental needs of children during routines and play.
3.2 A variety of developmentally-appropriate materials are made available.
3.3 Materials for play are well organized.
3.4 Schedule provided meets children's needs for routine and play.

Functional area 4: Physical
4.1 A variety of activities are offered which enable children to develop their large muscles.
4.2 A variety of activities are offered which enable children to develop their small muscles.
4.3 Program activities are adapted to meet individual needs and special needs of children with handicaps.
4.4 Opportunities are offered to help children develop their senses.

Functional area 5: Cognitive
5.1 A variety of age-appropriate materials and activities that encourage curiosity, exploration, and problem solving are accessible to children throughout the day.
5.2 Interactions provide support for play, exploration, and learning.
5.3 Individual learning styles are recognized.

Functional area 6: Communication
6.1 Communication with each individual child is frequent.
6.2 Talk with children is developmentally appropriate.
6.3 Children are encouraged to talk.
6.4 Children's attempts to communicate are responded to positively.
6.5 A developmentally appropriate, print-rich environment, in which children learn about books, literature, and writing, is provided.

Functional area 7: Creative

7.1 Individual expression and creativity are appreciated.
7.2 Many appropriate music experiences are available to children.
7.3 Art experiences are age appropriate and varied.
7.4 Dramatic play experiences, with a variety of age-appropriate props, are available.
7.5 Variety of age-appropriate block play opportunities are available.

Functional area 8: Self

8.1 Children are given the message that each person is important, respected, and valued.
8.2 Individual children are helped to develop a sense of security.
8.3 Diapering/toileting procedures are developmentally appropriate and are organized to encourage self-help skills.

Functional area 9: Social

9.1 Each child is helped to feel accepted in the group.
9.2 Feelings of empathy and respect for others are encouraged.
9.3 Non-biased curriculum is used.
9.4 Children are encouraged to respect the environment.

Functional area 10: Guidance

10.1 Methods for avoiding problems are implemented.
10.2 Positive guidance techniques are used.
10.3 Guidance practices are related to knowledge of each child's personality and developmental level.

Functional area 11: Families

11.1 Various opportunities to appreciate children's families are part of the regular program.
11.2 Information about families' culture, religion, and childrearing practices is used in classroom experiences.
11.3 Various opportunities are provided to help parents understand the development of their child and understand their child's point of view.
11.4 Resources are provided to help families meet their child's needs.

Functional area 12: Program Management

Functional area 13: Professionalism

YOUR COMMENTS ARE WELCOME...

The Council is interested in knowing about your experiences as a Seminar Instructor using this manual. You may write to us with general comments and suggestions, or reactions to specific topics or suggested exercises. We are interested too in learning about additional resources you have found useful in your work with CDA Candidates.

Please address your comments to the Executive Director, Dr. Carol Brunson Phillips.

Information about the Council for Early Childhood Professional Recognition

Commitment

The Council is committed to improving the practice of individuals who care for and educate young children from birth through age 5 in child care centers, preschools, and family child care homes. The Council also works to improve the professional status of early childhood educators.

Management

The Council administers the **Child Development Associate National Credentialing Program**, providing uniform procedures for assessing the competence of early childhood caregivers. The credentialing program serves approximately 5,000 people each year. To help meet the growing need for qualified child care, the Council also administers a national training system – the **Child Development Associate Professional Preparation Program.**

Collaboration

Closely associated with the federal government's highly respected **Head Start** program, the Council works with Head Start personnel throughout the nation to ensure a qualified work force, and also provides training and credentialing for child care personnel in programs sponsored by the U.S. military.

As a major national organization, the Council is allied with other national early childhood organizations, such as the National Center for Clinical Infant Programs, the Child Welfare League of America, the World Organization for Early Childhood (OMEP), the National Black Child Development Institute, the National Association for the Education of Young Children, the Southern Association on Children Under Six, and the National Head Start Association.

History

Founded in 1985, the Council for Early Childhood Professional Recognition is a nonprofit corporation headquartered in Washington, D.C. The staff is headed by **Carol Brunson Phillips, Ph.D.**, Executive Director, and **J.D. Andrews, Ph.D.**, Chief Corporate Officer. The corporation is guided by its Officers and Board of Directors, a diverse group of nationally known leaders in education.

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ESSENTIALS

for Child Development Associates Working with Young Children

Essentials is a comprehensive curriculum for the preparation of Child Development Associates. It is designed to prepare preschool teachers and caregivers with the knowledge and skills they will need to help children master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. The ***Essentials*** curriculum forms the core of the **CDA Professional Preparation Program,** an exciting and challenging 1-year teacher education program sponsored by the **Council for Early Childhood Professional Recognition.**

The Seminar Instructor's Guide is a practical resource for teacher educators working with CDA Candidates. Drawing on the profession's best strategies for fostering adult learning, it contains ideas for group discussions, assignments, activities, and exercises which will help Candidates clarify and expand their knowledge and skill for work in early childhood education settings.

A **Child Development Associate (CDA)** is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

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